

انگلیسی

سال دوم

دیروستان

GRADED
ENGLISH



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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انگلیسی

سال ۱۳۶۰ - ۱۴۱۰ - ۲۵۳۰ - ۲۰۱۰

سال دوم بریتان

حقوق مادی این اثر متعلق به وزارت
آموزش و پرورش است

پدیدآورندگان

● پریوش منوجه‌بری ● جریس استرین

تفصیرات این کتاب در دفتر تحقیقات و برنامه ریزی
و نالیب کتابهای درسی با همکاری واستفاده از اطهار
نظرها و پیشنهادهای دیگران زبان انگلیسی سراسر
کشور صورت گرفته است.

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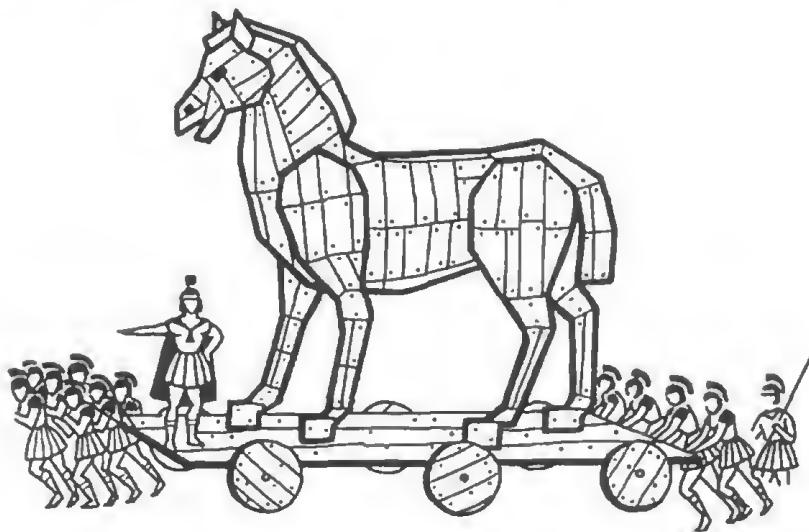
LESSON ONE

THE WOODEN HORSE

One of the most famous stories in world history is the story of the **wooden horse**.

The story begins when a large Greek¹ army is trying to capture the city of Troy. This city was in Western Asia, in the country which is now called Turkey. The Greeks had surrounded the city on every side so that no one could get out. Strong walls protected the Trojans, and kept them safe from the Greeks. The walls helped them to defend the city for ten years.

The Greeks tried and tried to make an opening in the wall so that they could capture Troy. But they failed every time. At



last they decided to try a trick. They built a very big wooden horse. They made the horse **hollow** inside so that some of their **bravest soldiers** could hide in it. Then one night they **pulled** the wooden horse near the city and **went away**.

When the **guards** looked out from the walls early the next morning, they saw only the wooden horse. All the Greeks had

1. o indicates a different form of a word taught before.

disappeared. The Trojans thought that the Greeks had got tired of fighting and had gone back to their own country. They were very happy and decided to pull the horse inside the city. Then they celebrated the victory.

Late that night when most of the Trojans were **asleep**, the Greek soldiers came out of the horse. They quickly opened the gate of the city. The Greeks had returned and were waiting outside. Now they entered the city and captured it very easily.

I. COMPREHENSION

■ **I.A.** Complete each sentence with the following parts:

1. The Greeks surrounded the city of Troy because
 a. they wished to defend it.
 b. the Trojans were brave.
 c. they wished to capture it.
2. The Greeks thought they could capture Troy if
 a. the Trojans came out.
 b. they could make an opening in the wall.
 c. other countries would help them.
3. The Trojans pulled the horse inside the city when
 a. they found that the Greek army had gone.
 b. night came.
 c. they celebrated the victory.

II. GRAMMAR AND PRACTICE

■ **II.A.** Read the following examples:

My father and I stayed in Rome for a week.
They invited my father and me to their house.

NOTES:

1. Use I before verbs.
2. Use ME after verbs.

Exercise II.A. Now fill in the blanks with correct pronouns.

1. One day my father and wanted to go to a big store.
2. Our neighbor took my father and in his car.
3. My father and bought a lot of things yesterday.
4. My father and spent a long time finding all the things that Mother wanted.
5. When we came home, Mother thanked my father and for helping her.

Exercise II.B. Fill in the blanks with correct pronouns.

Example: Ali asked Iraj to give him his book for a minute.
I asked Mina to give me her pen for a minute.

1. Susan asked Javad to give eraser for a minute.
2. The teacher asked Ali and me to show notebooks.
3. The children asked Reza to give picture.
4. Shirin asked me to give postcard.
5. I asked Ahmad to show camera.
6. The philosopher asked the mathematicians to tell problem.
7. The medical students asked the surgeon to give advice.
8. Parvin asked Shiva to send portrait.
9. We asked our uncle to show new car.
10. The guard asked the soldiers to show wooden horse.

Exercise II.C. Rewrite the sentences with **HIM**, etc.:

Example: The man showed the town to the visitors.
The man showed them the town.

1. The physician sent some pills to a specialist.
2. The scientist gave an ancient fossil to the president.
3. Susan's pen friend wrote a long letter to Susan's brother.
4. The priest brought a Bible to the prisoners.
5. The grocer sold a lot of vegetables to the women.
6. The scouts served tea and pastries to the group.
7. The treasurer offered three golden vases to the philosopher.
8. The doctor showed the bacteria to the group.

9. The writer offered his raincoat to the dramatist.

■ **II.D. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks.
a guard - hollow - defended - gates - got tired of - an opening - victory - asleep - celebrate - surrounded

1. "How long were they able to protect their city?"
"They it for several years."
2. "What will the soldiers do when the fighting stops?"
"They'll their victory."
3. "What happened when they made in the wall?"
"The guards closed it very quickly."
4. "What was his job in the army?"
"He was"
5. "What kind of wooden horse did the Greeks make?"
"They made one that was inside."
6. "What did the Greek soldiers celebrate?"
"They celebrated their"
7. "What did the Trojans think had happened?"
"They thought the Greeks had fighting."
8. "What did the soldiers do?"
"They opened the"
9. "What were the Trojan soldiers doing when the Greeks came out of the horse?"
"Nothing. They were"
10. "What had the Greek soldiers done to the city of Troy?"
"They had it."

■ **II.E. Complete the following sentences as in the example:**

Example: The Trojans defended their city, ?

The Trojans defended their city, didn't they?

1. He didn't know the meaning of the word "celebrate", ?
2. The young guards were asleep, ?
3. The army will get tired of the long winter, ?
4. They couldn't get out of the yard, ?

5. His wife won't fail to cook good dishes,?
6. I shouldn't talk to the soldiers,?
7. The prisoners haven't seen the opening in the wall,?
8. The Greek army has surrounded Troy,?
9. A physician usually works six days a week,?
10. They aren't going to capture him,?

LESSON TWO

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

Jack: Good morning.

Mr. Smith: Good morning. May I help you?

Jack: Yes, I saw your advertisement in the paper.

Mr. Smith: Do you know shorthand?

Jack: No, but I would learn it if I got a job.

Mr. Smith: Can you use any office machines?

Jack: No, but I could easily learn. I'd be glad to work every evening.

Mr. Smith: I'm sorry. We don't have evening jobs. If we had, we would be glad to give you one. Our office hours are 8 to 5.

reading

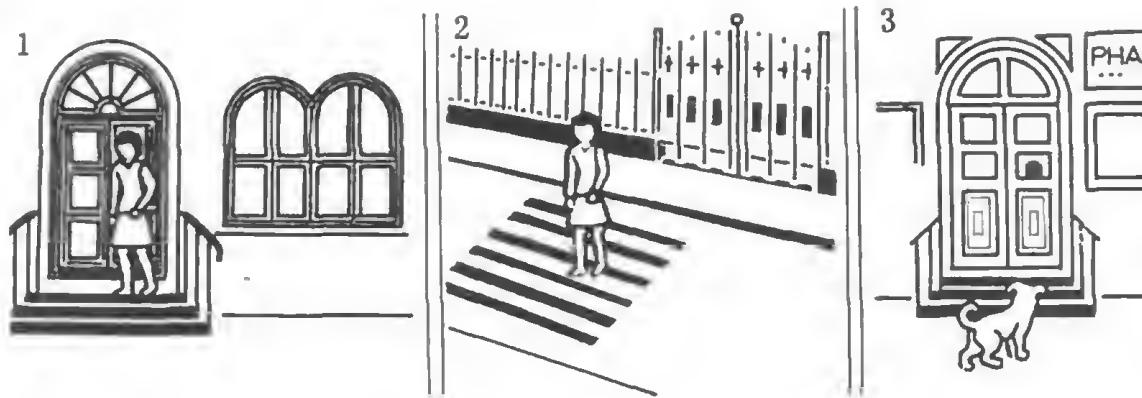
The teacher will briefly explain the text first and then read it to you. (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

FROM HOME TO PHARMACY

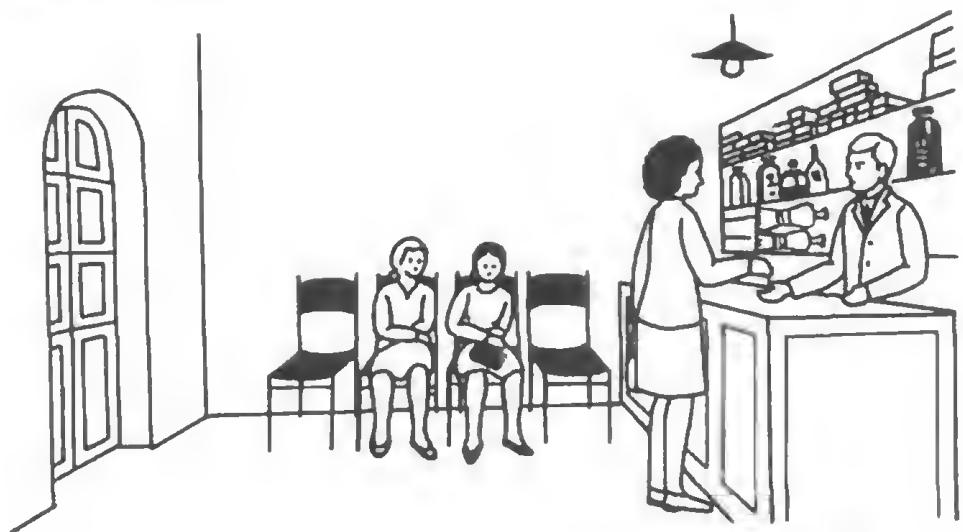
Mrs. Brown needed some medicine for her son, but she didn't have any.

She had to go to the **pharmacy** in order to get the medicine. She went out of her house and down the stairs. She walked through the **park** near her house. Then she went **across** the street, up some steps and into the **pharmacy**. Somebody's dog was waiting **beside** the steps outside the **pharmacy**.

Now she is **inside** the **pharmacy**. Mrs. Brown is standing **in front of** the **clerk**. He is **in back** of the **counter** and **behind** him are

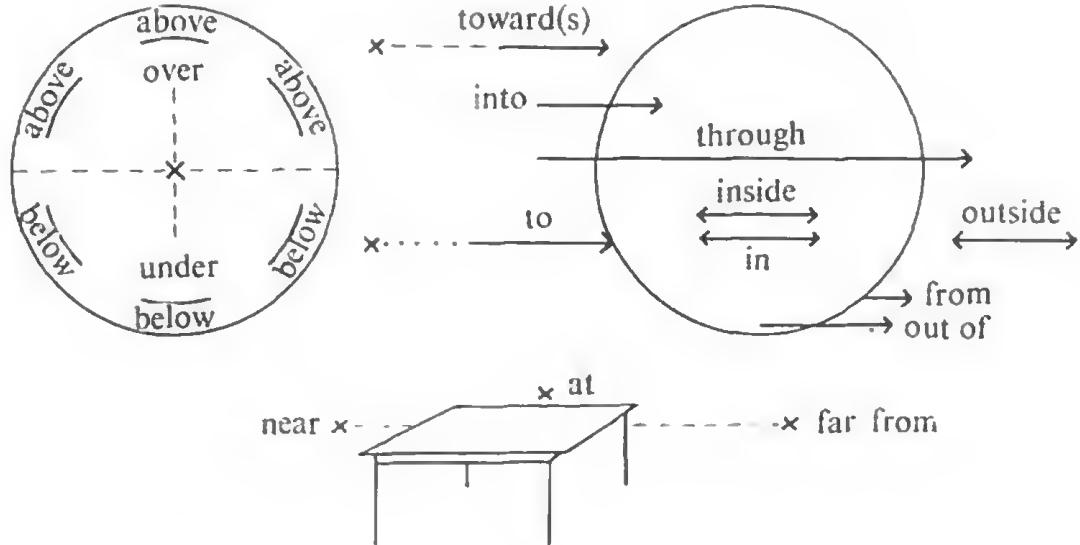


shelves of medicine. On the middle shelf is a row of bottles. Small and large boxes of pills are above the bottles. Some ointments are below the bottles.



There is a light over the counter. Mrs. Brown is standing at the counter and almost under the light. There are four chairs between the counter and the door. Some customers are sitting on two of the chairs. One empty chair is near the counter and the other empty one is far from it.

After buying her medicine, Mrs. Brown will return home with it and give it to her son.



GRAMMAR AND PRACTICE

Look at the following sentences with IF:

A. If I study now, I will get a good grade tomorrow.
 If you don't get a good grade, it won't matter.

B. If we had, we would be glad to give you one.
 If you were like me, you would go to the movies every night.

NOTES:

1. Sentences in A and B both refer to present or future time.
2. Sentences in A mean that something is very possible, while sentences in B mean that something is less possible.

Exercise A. Complete the following conditional sentences.

1. If my father (send) me some money, I will buy some new books.
2. If my friend (sell) his car, we may buy it.

3. If I find the book, I give it to you.
4. We can go to the park tomorrow if the weather (be) warm.
5. If I have time tomorrow, I go shopping with you.
6. If the student (work) hard, he would get good marks.
7. If she (take) an aspirin, she might feel much better.
8. If the cat could fly, he catch the bird.
9. If I (know) how to drive, I would buy a car.
10. If John (study) hard, he would pass his exams.

■ **B. Change the sentences as in the example:**

Example: I will play volleyball tomorrow if I'm not tired.
I would play volleyball now if I weren't tired.

1. I will read this book tomorrow if I'm not sleepy.
2. Mehri will make a cake tomorrow if she isn't lazy.
3. Iraj will visit Mr. Jones tomorrow if he isn't tired.
4. Our teacher will prepare a test tomorrow if he isn't busy.
5. They will wrap these boxes tomorrow if they aren't lazy.
6. I will write a letter tomorrow if I'm not angry.

■ **C. Change the sentences as in the example:**

Example: She doesn't have enough money to buy a coat.
If she did, what kind of coat would she buy?

1. She doesn't have enough time to read books.
2. He doesn't want to do experiments.
3. Mina doesn't like to collect stamps.
4. Mr. Brown doesn't have enough money to buy furniture.
5. My father doesn't have enough time to climb mountains.

■ **D. Choose the suitable prepositions in the parentheses:**

1. We don't go school Friday. (from - to - on - in)
2. They went the seaside car. (to - at - by - with)
3. You can come 10 Sunday morning. (at - in - on)
4. I haven't seen him Monday. (since - from)
5. She waited the library her sister. (to - for - in - from)

6. He was standing two trees. (across - between)
7. They arrived Tehran 7 o'clock. (to - in - at - on)
8. The teacher sat the desk the class. (above - at - in front of - in)
9. The students were talking him. (at - about)
10. She was standing the window and looking it. (over - at - through - in)
11. You can stay us a week. (with - at - for - of)
12. He ran the street his house. (after - across - into - below)
13. We must give our papers the teacher the bell rings. (beside - to - before - with)
14. The door his room is the kitchen. (of - between - near - since)
15. The lamp is hanging the desk and the cat is sleeping it. (over - out of - under - to)

■ **E.** With the help of the following words and pictures, ask one student to ask a question and another to answer it.

Example 1: Going out (who)

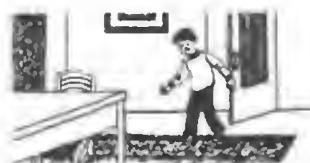
Student A: Who is going out of the library?



Student B: The girl is.

Example 2: Coming in (is)

Student C: Is the boy coming in?



Student D: Yes, he is.



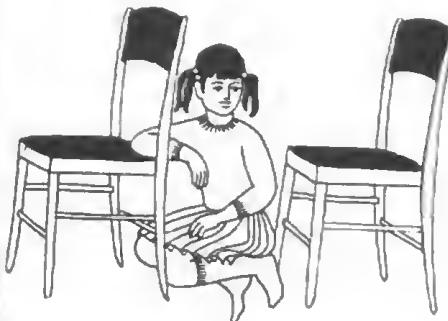
1. Coming down (is)



2. The bed (where)



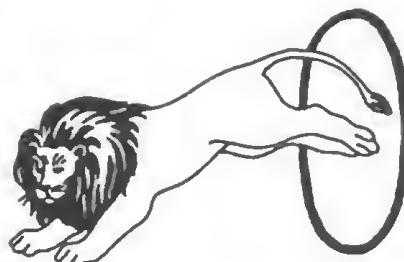
3. The mountain (where)



4. Sitting between (who)



5. The chairs (where)



6. Jump through the circle (did)



7. Going across (who)



8. In front of the boy (what)



9. Put the butter (where)



10. Standing (where)

■ **F. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks.
 counter - ointment - shelf - pills - below - in front of - customer - behind
 far from - out of

1. "Which one of these hats do you prefer?"
 "I'd like the one on the top"
2. "What is good for a cut finger?"
 "You ought to put some of this on it."
3. "Amir, the lights are on the ceiling now, are we above
 those lights or over them?"
 "That's a difficult question. Oh, I see! We're them."
4. "Where is our teacher?"
 "She's her desk."
5. "Which customer wanted this medicine?"
 "The one who is standing the door."
6. "What does a buy from shops?"
 "He buys what he needs."
7. "What did she do when the shopkeeper gave her the med-
 icine?"
 "She took some money her bag and gave it to him."
8. "Where does a shopkeeper usually stand?"
 "He stands at the in a shop."
9. "What do they keep in boxes in a pharmacy?"
 "They keep in them."
10. "Is your house near the school?"
 "No, it is it."

LESSON THREE

A VISIT TO EUROPE

Ross Court Hotel
29 Haldon St.
London N.W.2

Dear Parvin,

I have now been away from home for a month and I miss all my friends.

On our way to London my father and I stayed in Rome for a week and visited many interesting places. The one that I liked most of all was the **Fountain of Trevi**. It is one of the most beautiful sights in the world. People believe that if you throw a coin into this fountain, you will come back to Rome.



COLOSSEUM



FOUNTAIN OF TREVIE

Others believe that by throwing a coin into it, your wishes will come true.

One of the most interesting sights in Rome was the Colosseum. It is the Roman **amphitheater** which they **built** about 80 A.D. It was four stories high and had enough seats for 50,000 people. It was in this amphitheater that the **Emperors** and other Romans, about whom we studied in our history book last year, watched fights between men and wild animals. The lions came

out of their cages and passed through a tunnel. Then they entered an arena where men were waiting to fight with them.

We came to London three days ago. There are many fine sights to see here too, but we haven't had time to visit many of them yet.

I am sending you postcards of some of these places. I wrote a few details on the back of each postcard for you. I am sure you will find them interesting. I hope to be back home in two weeks.

Love,
Nassrin

GRAMMAR AND PRACTICE

Look at the use of THAT in the following sentences:

The woman who talked to you is a famous doctor.

The woman that talked to you is a famous doctor.

This is the sight which I like most of all.

This is the sight that I like most of all.

NOTE: THAT is sometimes used¹ in place of WHO and WHICH.

■ A. Use "that" in place of "who", "whom" or "which" in the following sentences:

1. One of the sights was an amphitheater which they built long ago.
2. Mary bought the things which her mother had asked for.
3. The girl who is talking to Mary is Tom's sister.
4. The house which we bought last month is very old.
5. We met the visitors who had come back from England.
6. Mina sent Rose a letter which was full of mistakes.

¹ See also Grammar and Practice, Lesson 4

■ **B.** Fill in the blanks with the correct form of the verbs in the parentheses:

1. Bob (to leave) the lab before the teacher arrived.
2. Mary (to be) sick since Wednesday.
3. If Mary (not get) good grades, it will be because she doesn't study.
4. I met them before I (to go) very far.
5. Bob (to work) in that company for six years.
6. John (to work) there for one year.
7. I saw that we (to choose) the wrong way.
8. If he (not be) so lazy, he might pass his examinations.
9. We (not see) them since January.
10. If you were more careful, you (not fall) down the stairs every day.

■ **C. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks.

coins - tunnel - library - fountain - details - postcards - arena

1. "What did you think about the?"
"I liked it very much. I had never seen so many books in one place before."
2. "Did you receive the gold I mailed to you?"
"Yes. Thank you very much for sending them."
3. "Tell me all the about your vacation."
"I'll try. First let's look at these postcards."
4. "What did the lions pass through before entering the arena?"
"They passed through a"
5. "Where did the Romans fight?"
"They fought in a place called an"
6. "What do people who are away from home send to their friends?"
"They send them and letters."
7. "What do visitors to Rome throw in the of Trevi?"
"They throw coins in it."

■ **D.** Answer the questions with the given words:

Example: What are you interested in? (become a scientist)
I'm interested in becoming a scientist.

1. What is Iraj sorry about? (lose his pills)
2. What do the students look forward to? (graduate from high school)
3. What do scouts insist on? (do good deeds)
4. What should we get used to? (speak English with our teacher)
5. What are the football players excited about? (win their game)
6. What is Shirin sad about? (get fat)
7. What do physicians insist on? (examine their patients carefully)
8. What does Reza look forward to? (study at the university)
9. What are the boys unhappy about? (fail the test)

LESSON FOUR

WILLIAM SHAKESPEARE

Every educated person has heard of Shakespeare. He may also have read some of Shakespeare's plays. Or maybe he has seen a film of one of his tragedies; for example, *Othello* or *Macbeth*. Shakespeare is one of the greatest poets and dramatists the world has ever known.

Shakespeare was born in England in 1564. He grew up to be a lively and humorous boy. His father sent him to school for a while but school was very expensive. Shakespeare soon had to leave school and get a job for himself.

From his young days on, Shakespeare was greatly interested in literature. After his marriage at the age of 18, he met a traveling group of actors. They had a deep influence on him and he decided to go to London.

At first he had small jobs outside the London theaters. Then little by little he worked his way inside the theater. He corrected plays, acted on the stage and had several backstage duties.

Shakespeare wrote a great deal, 12 tragedies, 15 comedies and 9 historical plays. He also wrote many poems, both short and long. His works are so fine and so famous that they appear in



many different languages. There are also Shakespeare societies in several countries. They try to interest people in his works, to read his plays every week and to perform them from time to time. Every year, not only in England but also in many other countries as well, actors perform his plays on the stage. Many people in all parts of the world go to see these performances.

GRAMMAR AND PRACTICE

Look at the use of WHO, WHOM, WHICH, WHOSE in the following sentences.

Travelers often go to Stratford. Travelers visit England.

Travelers who visit England often go to Stratford.

The traveler was going to Stratford. The policeman met the traveler.

The traveler whom the policeman met was going to Stratford.

The traveler was going to Stratford. I found his ticket.

The traveler whose ticket I found was going to Stratford.

The ticket was the traveler's. The guard found the ticket.

The ticket which the guard found was the traveler's.

The ticket was the traveler's. It was on the table.

The ticket which was on the table was the traveler's.

NOTES:

1. Use WHO, WHOM, WHICH, THAT, WHOSE to join one sentence to another.
2. WHO and WHOM refer to people. WHICH refers to things.
3. THAT is sometimes used instead of WHO, WHOM, WHICH.
4. WHOSE usually refers to people.

Exercise A. Use WHO, WHOM, WHOSE, WHICH in the following sentences:

1. The test you gave us last week was very easy.
2. She is the girl is afraid of electricity.
3. Here is a boy clothes are not clean.
4. The children I met had clean clothes on.
5. The doctor gave me an ointment was very helpful.
6. The surgeon we met is very famous.
7. The specialist wrote those books is very practical.
8. The plays he has written are very interesting.
9. The student book is on the table is standing there.
10. The dramatist books have appeared in Persian is very famous.

Exercise B. Join the following sentences as in the example:

Example: The stories were comedies. We read them.
The stories which we read were comedies.

1. The boy was happy. He got the prize.
2. The comics were amusing. My mother bought them.
3. The engineer is my cousin. You met him.
4. The boy worried a lot. I found his bicycle.
5. The boy worried a lot. He was having a test.
6. The boy worried a lot. I saw him.
7. The old man is a poet. He was in the library.
8. The man found my watch. His job is selling clothes.
9. The woman is my aunt. You saw her yesterday.
10. The book is a tragedy. You bought it.

■ **C. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks.
poet - dramatist - deep influence - marriage - corrected - educated
performing - tragedies - little by little - greatly

1. "Why are you so sad, Touran? It was only a movie."
" always make me sad."
2. "That man is very , isn't he?"
"Yes. He won his fortune by writing plays."

3. "What are the actors tonight?"
"I think it'll be one of Shakespeare's plays."
4. "What is a?"
"It's a person who writes works like *Othello* and *Macbeth*."
5. "How did Shakespeare win his fame?"
"He won it"
6. "What did Shakespeare first do in London theaters?"
"He plays and acted on the stage."
7. "How old was Shakespeare at his?"
"He was 18 years old."
8. "What did the group of traveling actors have on Shakespeare?"
"They had aon him"
9. "How interested was Shakespeare in literature?"
"He was interested in it."
10. "What was Shakespeare?"
"He was a writer,a dramatist and a "

LESSON FIVE

dialog

Amir: Why is Shakespeare so famous?

Jack: Because of his very fine plays.

Amir: Have you read all of them?

Jack: No, I've only read two, *Hamlet* and *Romeo and Juliet*.

Amir: I've read *Romeo and Juliet* too, but it was a Persian translation.

Jack: You should try to read it in English too.

Amir: I plan to when my English is a little better.

Jack: Why don't you begin now? I'll be glad to help you.

RADAR

Daughter: Father, I'm frightened!

Father: Why, dear?

Daughter: It's very dark. How can the captain see in front of the ship?

Father: He's using radar.

Daughter: What's radar?

Father: It's a wonderful invention. By means of it, the captain can see every danger that is in front of the ship. Thus it is easy for him to keep away from them.

Daughter: What kind of dangers are there?

Father: Oh, there might be another ship or maybe even an iceberg. If there is one, the radar shows the captain where it is, how fast it is moving and which direction it is moving in. So you see, traveling is very safe even when it is dark.

Daughter: Yes, but I don't see how it can warn us of danger.

Father: Radar works like an echo. You know what echoes are,

don't you? Whenever we speak in a large hall, we hear our voices come back to us. If we shout in a narrow valley, we may hear many echoes of our voice.

Daughter: What makes echoes?

Father: When our voice hits the surface of a cliff, it is reflected by the surface. What we hear is the reflected sound. It comes after a few moments of silence. If we measure the silence, we can tell how far the cliff is from us. You know, of course, that sound travels at a speed of about 1200 kilometers per hour.

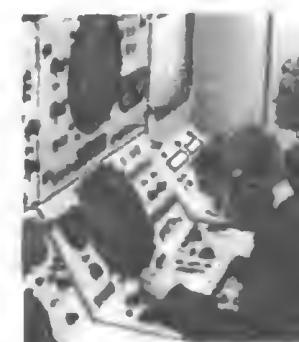
Daughter: That is one-third of a kilometer per second, isn't it? Would it be fast enough to warn the captain of danger?

Father: No, sound waves travel very slowly, so he uses radio waves. When this type of wave is sent to the moon, for example, it takes less than 4 seconds for us to hear the echo.

Daughter: That's very fast. How can we see radio waves?

Father: By using a special tube. In ships and planes the tube is connected to a radar screen. With it the captain can measure one millionth of a second. So you really don't need to be afraid.

Daughter: Thank you, father. I feel much safer now.



THE RADAR SC

AN ICEBERG AND A SHIP



I. COMPREHENSION

■ I.A. Silent Reading

Read the text quickly and silently. Then read the following questions. Put a check mark (✓) in front of the correct part (a, b or c) of each sentence.

1. The captain can keep away from dangers by means of
 a. echoes.
 b. light.
 c. radar.
2. We hear the echo of our voice
 a. after a few seconds.
 b. before we hear our voice.
 c. by means of radar.
3. What is used in radar is
 a. sound waves.
 b. radio waves.
 c. sound echoes.
4. The speed of sound is
 a. fast enough to warn the captain of danger.
 b. too slow to warn the captain of danger.
 c. one hundred kilometers per hour.
5. It takes us less than 4 seconds to hear the echo of
 a. sound waves sent to the moon.
 b. radio waves sent to the moon.
 c. light waves sent to the moon.

II. GRAMMAR AND PRACTICE

Look at the following Active and Passive sentences:

Active: Scientists send radio waves to the moon.

Passive: Radio waves are sent to the moon (by scientists).

Active: The surface reflects our voice.

Passive: Our voice is reflected (by the surface).

Active: Doctors save us from illnesses.

Passive: We are saved from illnesses (by doctors).

NOTES:

1. Use BE plus a past participle to form passive sentences.
2. Present passive is formed by IS, ARE and AM plus a past participle.

Exercise II.A. *Change the following into passive sentences.*

Example: Radar uses radio waves.

Radio waves are used by radar.

1. A physician examines each patient.
2. The moon reflects light.
3. Many things frighten children.
4. Scientists send radio waves to the moon.
5. They use a special tube for it.
6. They connect the tube to a radar screen.
7. They make it with pieces of paper.
8. They send the captain to Europe every summer.

Exercise II.B. *Change active sentences to passive sentences and passive sentences to active.*

Examples: Ali writes a letter every day.

A letter is written every day.

The newspaper is read every night.

Ali reads the newspaper every night.

1. Ali spends some money every noon.
2. Ali buys a new pencil every month.
3. His homework is handed in every morning.
4. Some flowers are brought every Saturday.
5. Ali studies a new lesson every week.
6. A new story is learned every Thursday.
7. A new picture is drawn every month.
8. Ali takes a test from time to time.
9. His mother is surprised from time to time.

■ II.C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

narrow-speed-captain-a cliff-By means of-asleep-keep away from direction-surface-iceberg

1. "What makes the echoes we hear when we shout?"
"It's sound reflected back to us by the surface of"
2. "What can we see on a radar screen?"
"We can see where things are and the in which they are moving."
3. "Children, I want you to that fire."
"Yes, Mother. We won't go near it."
4. "Would you like to see the ship's ?"
"Yes, I would. What is he like?"
5. "Your radar equipment really interests me."
"It's very important equipment. it we have been able to save many lives."
6. "Where's that lazy soldier?"
"He may be in his bed."
7. "What is the of sound?"
"It travels about 1200 kilometers per hour."
8. "Is an dangerous for ships?"
"No, if there is one, the radar shows where it is."
9. "What happens when our voice hits the of a cliff?"
"It is reflected by it."
10. "What happens if we shout in a valley?"
"We may hear many echoes of our voice."



ABRAHAM LINCOLN

When Abraham Lincoln was born, his family was living in a small cabin in Kentucky. A few years later they moved to a farm in Indiana. Abe worked hard on the farm and became tall and strong. He also learned a lot about life by living on a farm.

Young Abe Lincoln wasn't able to go to school for very long. However, he learned to read, write and do a little arithmetic. He valued books very highly and sometimes walked many kilometers to borrow one. He educated himself in this way. One of the first books he studied was the Bible. Two others were one about early American history and a book of Shakespeare's plays. Later he studied law and he became a successful lawyer.

Lincoln did not like slavery and wanted to stop it. He was elected to Congress in 1846 and 14 years later he became the 16th President of the United States. He was a kind president, but he was also just. To him the future of his country was very important. Therefore he encouraged the people to think about their country first and their own interests second.

The American Civil War began in 1860. Slavery was a serious problem in the war. The northern states wanted to stop slavery but the southern states did not. After four years the North won the war and peace returned to the country.

A few days after the Civil War had ended, Lincoln attended a play at a theater. While he was watching the play, he was shot by a young actor. He died the next day. His work, however, and his name have continued to live after him.



GRAMMAR AND PRACTICE

Look at the following examples of Active and Passive:

Active: People elected Lincoln to Congress.

Passive: Lincoln was elected to Congress.

Active: Scientists sent radio waves to the moon.

Passive: Radio waves were sent to the moon.

NOTE: Past passive is formed by WAS or WERE plus a past participle.

Exercise A. Change the following into passive sentences.

Example: The Greek army surrounded the city of Troy.

The city of Troy was surrounded by the Greek army.

1. The soldiers celebrated the victory.
2. Many guards defended the city.
3. A strong wall protected the palace.
4. An eye-specialist treated the injured woman.
5. The priest took the portrait to the temple.
6. His grandson hid the money in a vase.
7. The great doctor cured the young patient.
8. A medical scientist discovered penicillin.
9. He didn't cover the dish of bacteria.
10. My friend didn't explain the problem very well.

Exercise B. Change the following sentences into present and past passive sentences.

Examples: He reads many books.

Many books are read by him.

His words encouraged many people.

Many people were encouraged by his words.

1. The servant does the housework.
2. The servant did the housework.
3. Mary sent the box.
4. A young actor shot Lincoln.
5. He values the books very highly.

6. His parents made the small cabin.
7. Many people read the Koran
8. The people elect the president.
9. They built a large memorial.
10. They perform the play once a year.

■ C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

future - borrow - elect - Bible - attend - highly - civil war - slavery

1. "Mehri has asked us to a new treasurer."
"No, we don't agree. We want her to continue being our treasurer."
2. "How were your experiments yesterday?"
"They were successful. We discovered some new bacteria."
3. "What was one of the main questions in the American?"
"It was slavery."
4. "Why do most people books?"
"In order to read them."
5. "What was one of the first books that Lincoln read?"
"It was the"
6. "What was it that Lincoln didn't like?"
"He didn't like and wanted to stop it."
7. "What was very important to Lincoln?"
"The of his country was important to him."
8. "Why did he at the theater?"
"He wanted to see a play there."

■ D. (a) Read the following sentences silently.

(b) Fill in the blanks with the correct form of the words in parentheses.

In our school English.....(teach) by two teachers. Composition and dictation.....(give) by Mr. Brown: reading and grammar(teach) by Mrs. Javan. Tests and exams.....(prepare) by both of them.

The students.....(ask) to study the lessons very carefully and get ready for the test which.....(give) once a month. After the test(finish), the teacher(gather) the papers and(talk) about the problems. Some students.....(order) to go to the blackboard and write the correct sentences. Later, our papers(correct) by the two teachers. They.....(give) back to us the next week. We.....(ask) to study our papers and try not to make the same mistakes again.

TEST ONE

I. COMPREHENSION

■ I.A. Reading Comprehension

Read the following passage quickly and carefully. Then put a check mark (✓) in front of the correct part (a, b or c) of each sentence:

Numbers

When did Man begin to count? When did he begin to write figures for numbers? Not very many people know, though we use numbers every day. We use them when we buy something. We use them when we telephone our friends. We use them for almost everything.

When we ask historians about numbers, they say that people wrote numbers more than 5000 years ago. Man was writing numbers in Egypt about 3500 B.C.

The figures that people wrote thousands of years ago were very different from the ones we write today. And there was one figure that they didn't write. That was the figure for zero "0". People began to write "0" about 900 A.D.¹ They wrote it first in India, but now people use it in all parts of the world.

1. Historians found the first written numbers in
 a. India
 b. Egypt
 c. the world
2. People used the first numbers
 a. to telephone friends
 b. for counting
 c. for history
3. The first numbers and our numbers are
 a. different
 b. the same
 c. almost the same

¹ A.D. = since Christ was born

4. People first

- a. 3500
- b. 1100
- c. 4400

5. Zero is a very number.

- a. strange
- b. useful
- c. amusing

■ I.B. Reading Comprehension

Read the following story very carefully.

Alfred Nobel (1833 - 1896), a Swedish scientist, was the first man to make dynamite. He wanted people to use his invention only in peace. When he saw that they used it in war to kill others, he was very unhappy. Before he died, he decided to offer all his money as a prize every year. The Nobel Prize is now one of the most important prizes that a person can ever receive. Every year they give these prizes for the highest service to peace and for the best work in each of the following subjects: physics, chemistry, medicine and literature.

A. Read each question and choose the correct answer.

Write the number in the parentheses.

Questions

- () In which country did Alfred Nobel live?
- () What did he do?
- () Why was he unhappy about his invention?
- () How often do they give the Nobel Prizes?
- () In which sciences do they give a Nobel Prize?

Answers

- 1. They give them every year.
- 2. He lived in Sweden.
- 3. He invented dynamite.
- 4. They used it in war to kill people.
- 5. They give them in physics, chemistry and medicine.

B. Make questions for the following answers:

- 1. He was born in 1833.

2. No, they did not use his invention for peace.
3. He was unhappy because they used his invention in war.
4. They called it dynamite.
5. No, he was Swedish.

II. VOCABULARY

■ **II.A.** In each of the following sentences check (✓) the best part (a, b, c or d) for each sentence:

1. The were young and happy.
 a. previews
 b. actors
 c. dances
 d. blocks
2. I couldn't find his address
 a. anything
 b. no one
 c. nowhere
 d. anywhere
3. I don't with you.
 a. understand
 b. believe
 c. agree
 d. decide
4. This is very delicious.
 a. suit
 b. soup
 c. south
 d. such
5. We waited for an hour.
 a. against
 b. already
 c. almost
 d. also
6. We rested on the of the river.
 a. row
 b. step

- c. foot
- d. bank

7. Rose is beating the eggs and Mary is the flour.

- a. mixing
- b. turning over
- c. encouraging
- d. calling

8. That sick old man will soon.

- a. get
- b. hope
- c. become
- d. die

9. They the cows either in the morning or in the evening.

- a. miss
- b. take care
- c. keep
- d. milk

10. Let's this cotton cloth.

- a. sweep
- b. breed
- c. receive
- d. measure

11. Let's have a for ten minutes.

- a. company
- b. break
- c. planet
- d. cloud

12. We think of Susan one of our family.

- a. so
- b. that
- c. as
- d. because

13. Sportsmen and sportswomen are usually

- a. strong
- b. sports programs
- c. smiles
- d. play games

14. The is
 a. salary
 b. mirror
 c. explorer
 d. shepherd

15. He gets a good in his job.
 a. company
 b. nature
 c. figure
 d. salary

16. They have us to work hard.
 a. pleased
 b. enjoyed
 c. encouraged
 d. excused

III. STRUCTURE

■ Structure I.

A. Give another word for each of the underlined

phrases:

1. The soldiers who were watching saw no one there.
2. They pulled the horse in through the big doors of the city.
3. All the students came on time, but one of them did not.
4. If you keep on looking at the circle, it disappears.
5. This kind of bacteria is something that hurts.
6. The doctor visited all the ill persons in the hospital.
7. A number of students went on a picnic.
8. The surgeon looked carefully at the patient's leg before operating on it.
9. He is a person with a special knowledge in that subject.
10. We need a place to put our books.

B. Change the sentences with the words in the parentheses:

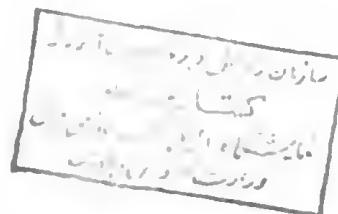
1. He is driving his car now. (every weekend)

2. She had taken off her coat quickly. (and entered the hall)
3. The shopkeeper counts the money. (when the children ran out of the shop)
4. The boy ate five big apples. (since this morning)
5. The birds went away. (before spring began)
6. I will buy a new shirt. (if I had enough money)

■ Structure II.

Check the correct part (a, b, c or d):

1. "When did he leave the factory?"
"He left it after his work."
 a. finish
 b. he finishes
 c. finishing
 d. to finish
2. "Does your child go to school?"
"No, he is to go to school."
 a. young enough
 b. very young
 c. enough young
 d. too young
3. "What kind of clothes are these?"
"They are clothes."
 a. mens
 b. men's
 c. men
 d. of men
4. "What did you do?"
"Although it was late, to go."
 a. but we decided
 b. decided
 c. we decided
 d. but decided
5. "What did you have after dinner?"
"I asked"
 a. for dessert a cup of coffee
 b. for a cup of coffee for dessert



c. dessert for a cup of coffee
 d. a cup of coffee dessert

6. "How did your friend enter the classroom?"
"He entered?"

a. it this morning quietly
 b. this morning it quietly
 c. it quietly this morning
 d. quietly this morning it

7. "Did you play in the playground?"
"No, they didn't let us there."

a. play
 b. playing
 c. to play
 d. that we play

8. "Do you know the singer?"
"Yes. I've heard her some beautiful songs."

a. to sing
 b. that she sings
 c. sang
 d. sing

9. "What had they decided to do this winter?"
"They'd decided to Ahwaz."

a. that they go
 b. to go
 c. going
 d. go

10. "Who is that man?"
"The man is my neighbor."

a. whom you saw him
 b. which you saw
 c. which you saw him
 d. whom you saw

11. "Are you planning to take your raincoat with you?"
"No, I won't take it it rains."

a. not if
 b. if not
 c. unless
 d. unless not

12. "Did you find the germs?"

"No, but I them if I had a microscope."

- a. will find
- b. would find
- c. found
- d. did find



CLIMBING

Why should a boy or girl want to climb mountains? What's so interesting about a mountain top? Who wants to spend a lot of time walking, climbing over **rocks** and getting tired?

Who? Why, a large number of boys and girls and also a great many **adults**. Many of them merely like to go on picnics, to drink tea in the **shade** of a tree or to eat lunch beside a mountain **stream**. But there are others who enjoy finding beautiful wild flowers or strange rocks. And there are a few who like to explore new and different places. Most of all, however, I think all of them like to **breathe** fresh, clean air.

It may be the **pleasure** of discovering strange and new things that **attracts** many people to mountain climbing. But, of course, it could also be the **peace** and **beauty** that one finds in mountain



ROCKS



A MOUNTAIN PEAK

spots. Maybe it is also the **exercise** that one gets. Or maybe it is the **challenge** of conquering something wild, of **achieving** something, of being on top.

Each person, of course, has a different reason for climbing. I like to climb mountains because I experience something new and exciting each time. One time I found the fossil of a sea animal that had lived thousands of years ago. Another time it was a field of many different and beautiful mountain flowers. I have also seen wild deer and other animals and sometimes I discover things that our ancestors used hundreds or thousands of years ago.



I am not one of those people who like to conquer the highest mountain peaks. Some day I hope to climb Mount Damavand, but I will probably never climb Mount Everest or the Swiss Alps. I prefer to climb the small hills and mountains near my town. I want to know them better. I also like to discover their secrets.

1. GRAMMAR AND PRACTICE

Look at the following Direct and Indirect Requests:

Direct: I said to him, "Change your question."
past

Indirect: I told (asked) him to change his question.
past

Direct: He says to his mother, "Don't turn off the radio."
present

Indirect: He tells (asks) his mother not to turn off the radio.
present

NOTES:

1. In a direct request write the words of the speaker exactly as they are spoken in quotation marks after a comma.
2. In an indirect request change the main verb to its infinitive form; TO CHANGE, NOT TO TURN OFF.
3. Use SAY in direct requests and TELL or ASK in indirect requests.

Exercise 1.A Change the following sentences like the examples:

Example 1. He says to me, "Close the door."

He asks me to close the door.

1. She often says to Ali, "Explain the problems."
2. Bob always says to me, "Buy the tickets."
3. Jack never says to his sister, "Turn on the radio."
4. He sometimes says to me, "Tell a story."
5. Mary usually says to him, "Telephone the doctor."
6. He never says to his sister, "Change your question."

Example 2. John said to me, "Take care of the little boy."

John asked me to take care of the little boy.

1. Susan said to her, "Come back before Thursday."
2. He said to me, "Take the children to the theater."
3. I said to her, "Study it carefully."
4. He said to the nurse, "Take the patient's temperature."
5. I said to him, "Look at the fountain."

Example 3. I said to him, "Don't buy any more sugar."

I asked him not to buy any more sugar.

1. She said to me, "Don't watch television all the time."
2. I said to him, "Don't study during the summer."
3. Mary says to me, "Don't fail the next test."
4. Jack says to her, "Don't call a taxi."
5. She said to us, "Don't quarrel so much."

II. GRAMMAR AND PRACTICE

Read the following sentences:

One often finds beauty in mountain spots.

Many people enjoy beautiful wild flowers.

The birds are singing beautifully.

NOTES:

1. Add suffixes like *-ful* to change nouns to adjectives.
2. Add the suffix *-ly* to adjectives to form adverbs.

Exercise II.A. Now

the words in parentheses:

1. They forgot their quarrels and lived (peace)
2. This student is very quick. He does his homework (quick)
3. He lived for many years. (happy)
4. My car doesn't run fast. It runs (slow)
5. Our science teacher is very (help)
6. Studying English before and after classes is (use)
7., he studied hard and passed his exams. (fortunate)

II.B. Tense Review

Fill in the blanks with suitable form of the verbs in parentheses.

1. Our English class (teach) by Mr. Taban this year.
2. If you are interested in Shakespeare's plays, I (give) you one of his books.
3. He (get) a very good education before he reached this position.
4. They (warn) of the danger by the captain.
5. He (influence) many people since he began his new job.
6. If you (bring) your exercise book today, the teacher won't get angry.
7. We have planned (go) to the North for our vacation.
8. He (be) mad for quite a long time before he was sent to the hospital.
9. Many soldiers (kill) during the Civil War.
10. He might earn his living by (sell) ready-made clothes.
11. They (talk) about the expenses of the club when I met them.
12. If our treasurer was good at arithmetic, we (not have) any problem now.
13. They (offer) him a beautiful palace after he decided to live here.
14. After (get rid of) the dangerous power, he hated gold.
15. The class (attend) by many students every day.
16. Mary (be) seriously sick for the last two months.

17. The sheep
got dark.
18. The fire (start) by a very young boy.
19. Jack can (stay) here if he wants to.
20. If Bob (obey) his parents, they will buy him a bicycle.

■ II.C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.
stream - deer - achieve - adults - secret - peaks-shade - fields - exercises
breathe

1. "Did you what you wanted to?"
"Yes. I solved the most difficult problem in the test."
2. "What are you going to do during the vacation?"
"I'm going to climb the highest that I can find."
3. "What do you find when you go far from the city?"
"Many things. For example, you find of very beautiful flowers."
4. "What is the first thing you do when you get up in the morning?"
"I like to do my as soon as I get up."
5. "Guess what we saw during our hike today."
"You saw some beautiful , didn't you?"
6. "What was he telling you ?"
"I'm sorry, I can't tell you. It is a"
7. "Where do you like to sit in a garden when it is hot?"
"I like to sit in the of a tree."
8. "What do most people who go mountain climbing like?"
"They like to fresh air."
9. "Where were the village boys swimming?"
"They were swimming in a"
10. "Can attend these classes?"
"No, they are for quite young people."



LESSON EIGHT

dialog

MAY I HELP YOU?

(Situation: Homa and her family are in her teacher's home. They have just finished dinner.)

Homa: That was a delicious dinner, Mrs. George. Thank you very much.

Mrs. George: I'm glad you liked it, Homa.

Homa: May I help you clear the table?

Mrs. George: Why, yes, that's very kind of you. Let's take the dishes into the kitchen.

Homa: Are you going to wash the dishes now?

Mrs. George: Oh, yes. I'll wash them and you can dry them.

reading

AN INFORMAL DINNER PARTY

Jane: What's the matter, Homa?

Homa: Oh, nothing. I'm all right, I guess.

Jane: Did something happen last night? You were invited to your English teacher's house for dinner, weren't you?

Homa: Yes, but it wasn't a very pleasant evening for me.

Jane: I'm sorry to hear that! Was this the first time that you were invited to your teacher's home?

Homa: Yes, it was. In fact, it was the first time that I was in a foreigner's house.



Jane: Then, some of the customs probably seemed very different.

Homa: They did seem different! In fact, some seemed to be just the opposite.

Jane: I know what you mean, but they are **well worth** learning. I was uncomfortable the first time I went to an Iranian dinner party, but later one of my friends very kindly explained a few of the Iranian customs to me. I think customs and **behavior**¹ must be learned together with a language. Customs are neither right nor wrong **by themselves**; they are a part of the life of each country, just as a language is.

Homa: You may be right.

Jane: Did Mrs. George serve tea or fruit juice to you when you arrived?

Homa: No, she didn't serve anything. In fact, she asked us to come to the table a few minutes after we arrived.

Jane: That is **typical** of informal dinner parties, especially when there are small children.

Homa: The **worst** part of the evening for me was after dinner.

When Mrs. George was clearing the table, I **politely** said, "May I help you?" She answered, "Why, yes, that's very kind of you. Let's take these dishes into the kitchen." Then in the kitchen, she said, "I'll wash the dishes and you can dry them." Wasn't that **rude** of her!

Jane: No, not at all. At informal dinner parties a woman guest often helps with the dishes after dinner.

Homa: That's just the opposite of the Iranian custom! We never let a guest wash or dry dishes, even if she does offer to help.

Jane: It's a very important difference, isn't it? Things like this often cause misunderstandings among people from different countries. Customs are correct in their own country, but they are sometimes incorrect in another country.

1. **Idiom Practice (Oral Drill)**

1. May I help you clear the table? -That's very kind of you.
Could I set the table for you?

¹ *behavior* = *behaviour*

Can I take your coat?
Can I dry the dishes for you?

2. Were you hurt? - Oh, no! Not at all.
Wasn't it rude of her?
Were they impolite?
Did I put you to much trouble?

3. She does her best to remember everything.
please her parents.
be polite to everyone.
understand English.
not to be rude.

4. He went for a walk by ... self (selves).
She
I
We
They
You (singular)
You (plural)

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of emphatic DO:

They did seem different!
..... even if she does offer to help.
You did offer to help, didn't you?
Do try to remember that

NOTE: Use DO, DOES, DID before a verb
to show emphasis or strong feeling.

Exercise II.A. Add *DO*, *DOES*, *DID* to the following sentences to show strong feeling or emphasis.

Example: I told him the news.

I did tell him the news.

1. John took the Natural Science Course.
2. We feel at home in your house.
3. Try to make friends with your neighbors.
4. Mary hates to be late.
5. Visit us again some time.

■ **II.B.** Look at the following use of Exclamation Marks:

(Strong feeling)

I'm sorry to hear that!

That was the worst part for me!

Wasn't that rude of her!

That's just the opposite of the Iranian customs!

(Emphasis)

Your dinner party was an informal one, wasn't it!

NOTE: Strong feeling or emphasis can be shown by an exclamation mark (!).

Exercise II.B. Choose a sentence in column B for each sentence in column A. Write the letter of the sentence on the line.

A

1. Do explain these customs to me.
2. What did you do?
3. She asked me to dry the dishes.
4. Some customs probably seemed different.

B

- a. I learned something new!
- b. I'll do my best!
- c. They certainly did!
- d. Wasn't that rude of her!

We talked with Mr. George and the children.

They wanted to be polite but didn't know how.

We have to learn not only the language but also the customs.

Mary and Amir both know that some customs are different.

Mary and Amir are both happy.

Both she and he know that some customs are different.

Both she and he are happy.

He was either reviewing or summarizing.

They either talked or looked at the pictures.

He was neither reviewing nor summarizing.

They neither talked nor looked at the pictures.

NOTES:

1. The above words are connectives.
2. They connect two nouns or two verbs¹ in simple sentences.
3. Two nouns (Mary and Amir, etc.) are called compound noun phrases. Two verbs (reviewing or summarizing, etc.) are called compound verb phrases.
4. Use "both", "either", and "neither" after modals, after the verb "Be", and before other main verbs.

¹ They may also connect two pronouns or two adjectives:
He was both hungry and thirsty.

Exercise II.C. Join the following sentences with the connectives in the parentheses.

Example: His comprehension is good.

His writing is good. (both and)

Both his comprehension and his writing are good.

1. The principal lives near the school. His assistant lives near the school. (and)
2. The actor was American. The actress was American. (both and)
3. Jack is an astronaut. George is an astronaut. (and..... both)
4. She wanted to be helpful. She didn't know how. (but)
5. The boy fell down. The boy broke his leg. (not only..... but also)
6. Mary isn't careful. Jack isn't careful. (neither nor)
7. I will watch TV. I will go to the movies. (either..... or)
8. He studies at the university. He works at the university. (and)
9. We read in class. We write in class. (both and)
10. Mary wanted to do her best. She didn't know how. (but)
11. Mina passed the exam. Ali passed the exam. (not only..... but also)
12. We don't have a big playground. We don't have a coach. (neither nor)
13. Mina will go shopping. Her mother will go shopping. (either or)
14. Girls enjoy adventure stories. Boys enjoy adventure stories. (and both)

■ II.D. Voc. Practice

Use one of the following words or phrases in each of the blanks:

That's very kind of you – rudely – ordinary – by yourself – living room – not at all – the worst – we do our best – politely – according to –

1. Why are you angry at Mr. Afshar?
He always speaks very to us.
2. I hope we won't fail the examination.
If , we won't.
3. Did you have a pleasant time when you visited them?
Yes. I was uncomfortable.

4. Did you and Mina both enjoy the dinner party last night?
No, not very much. It was an..... one.
5. Should I do this assignment next?
Yes, and do do it
6. Where are your parents sitting?
They are sitting in the
7. Did you enjoy yourself yesterday?
No, it was day in my life.
8. How did he speak to you?
He spoke very to me.
9. What does your teachers think about you?
..... him, I'm clever enough to get what I want.
10. You can ask me anything you may not know about the lesson.
..... Ali. You are very helpful.

LESSON NINE

THE EARTH AND ITS NEIGHBORS

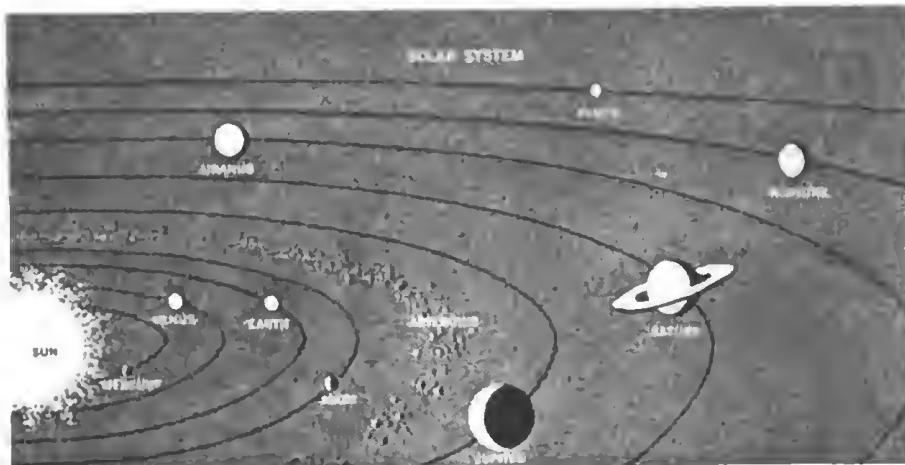
Stars

When we look at the sky at night, we see thousands of very small lights. We call them stars and most of them are. People used to think that they were like the Earth, but they aren't. A star is like our sun, a blazing ball of hot gases and metals¹.

The Earth is very different. It is not a fiery world like the stars and the Sun. In fact, in some places it is very cold. The Earth doesn't have any light of its own. Instead, it depends on the Sun for its light, like the Moon does. When we look at the Moon, the light we see there is a reflection of the Sun's light.

Planets

The Earth is called a planet. The Sun, the Earth and eight other planets are our solar system. Everyone used to think that the Sun and the other planets orbited around the Earth, but astronomers proved that this was wrong. Our Earth and the other eight planets in our solar system orbit around the Sun.

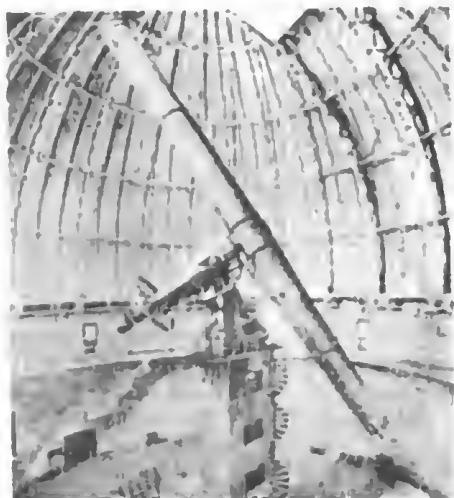


¹ The metals are in gaseous form.

The Sun is much larger than the Earth and the other planets in our solar system. But although the Sun seems very large to us, there are other stars that are a lot larger than it is. We also know that there are stars that shine much more brightly than our Sun, but they are so far away that we can only see them through a telescope.

The planets that are near the Earth are Venus and Mars. Venus is closer to the Sun than the Earth and is covered with clouds. Mars is farther from the Sun than the Earth and it is sometimes covered with dust storms. Venus is the brightest planet in our solar system. In fact, it can sometimes be seen in the daytime. The light that is reflected from Mars is usually an orange-red color.

The first time that the astronauts described the Earth from space, they said that it was one of the most beautiful sights that they had ever seen. It looked like a blue, green, and white ball in black space.



A TELESCOPE



Space Exploration

As far as we know, our planet is the only one which has intelligent life on it. Still, some of the other planets probably have simple forms of life¹ on them; for example, there may be

¹ simple forms of life=bacteria, plants, etc.

plant life on Mars. A few scientists think that life might also exist in other solar systems.

Although space exploration has already begun and should become more interesting every year, it will be many many years before we learn the secrets of even our nearest neighbor, the Moon.

I. Idiom Practice (Oral Drill)

1. It sure is hot today.

an interesting book.

nice to see you.

cold outside.

2. No wonder you're hot. You have a heavy coat on.

you're hungry. You haven't eaten anything.

you're tired. You haven't slept for days.

she's so happy. Her daughter is coming from Europe.

3. I enjoy watching TV, but I like hiking as well.

but I am interested in drawing

but I like to listen to music

but I like to play tennis

but I like cooking food

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of USED TO:

People used to think that the stars were like the Earth.

Everyone used to think that the Sun and the other planets orbited around.....

This used to be worth a lot of money.

NOTES:

I. USED TO refers to something that was done in the past, and has stopped now.

2. Use "did" to form questions:

Statement: He used to eat a lot.

Questions: Did he use to eat a lot¹?

Exercise II.A. Rewrite the following sentences like the example:

Example: He lives in Tehran.

a. He used to live in Tehran.

b. Did he use to live in Tehran?

1. She goes to Primary School.
2. He was a university teacher.
3. The principal plays football.
4. My cousin teaches literature.
5. We thought about our course of study.

■ II.B. Look at the following examples of Comparative and Superlative:

(Some) stars are a lot larger than the Sun.

Planets are much smaller than the Sun.

Some of them shine much more brightly.

It should become more interesting.

Venus is the brightest planet.

It was one of the most beautiful sights.

NOTES:

1. For comparative:

a. Use "er" for one syllable adjectives and adverbs.

b. Use "more" for three or more syllables.

2. For superlative:

a. Use "the est" for one syllable adjectives and adverbs.

¹ The form "Used he to eat a lot?" is also correct, but not very common.

b. Use "the most" for three or more syllables¹.

Exercise II.B. Use the correct form of the adjectives or adverbs in the parentheses

Papyrus was used..... (early) than paper. The..... (early) known date for the use of papyrus is 2300 B.C.² The Chinese discovered how to make paper much..... (late), but their discovery is one of (important) in history. In 105 A.D., they had made a discovery which they guarded..... (carefully) than you can believe. But people usually find out even those secrets which are guarded the (good). Many other people discovered the secret and (much) and (good) paper was made than before.

Exercise II.C. (Tense Practice) Use the correct form of the verb with each time expression. (Individual Oral Practice)

I visit my grandmother every Friday.

Example: (yesterday) I visited my grandmother yesterday.

(next week) I'll (I'm going to) visit my grandmother next week.

(yet) I haven't visited my grandmother yet.

1. every three weeks
2. ten days ago
3. this week
4. next month
5. once a week
6. already
7. last Monday
8. before I received your letter
9. in a few minutes

¹ Two syllable adjectives sometimes take "er", "est", "more" and "most".

² B.C. = before Christ.

10. the day after tomorrow
11. yet
12. before you arrived
13. never
14. often
15. used to when I was younger

■ II.D. Voc. Practice

Use one of the following words or phrases in each of the blanks:

blazing — still — solar system — orbits — described
the closest to — astronomers — dust storms — exist — brightly-

1. Father, doesn't the Sun go around the Earth?
No, son, just the opposite. The Earth around the Sun.
2. What did the first astronauts say about the Earth?
They it as a very beautiful ball.
3. Why does Mars usually have an orange-red color?
It may be because of the on it.
4. How many planets are there in our ?
There are nine.
5. Which planet is the Sun, Venus, Earth or Mars?
Venus is.
6. Does intelligent life in other solar systems?
Maybe. Some scientists think it does.
7. What is David doing at present?
He is working for us.
8. What do we call those who know something about the stars?
We call them
9. What do we also know about some of the stars?
We know that they shine more than the sun.
10. What is a star like?
It is a ball of hot gases and metals.

LESSON TEN

A TYPICAL DAY IN BOB'S LIFE

The alarm clock rings at seven a.m. every morning and Bob usually wakes up at once. He jumps out of bed and does exercises for ten minutes. Then he takes a quick shower. After his shower, he combs his hair, puts on his clothes and eats his breakfast. For breakfast he usually has orange juice, eggs, toast, and milk. Sometimes he has cold cereal and milk instead of eggs and toast. During breakfast, he usually listens to the radio. At 7:30 he puts on his coat and leaves for school.

He generally goes to school by bus or subway. Since both

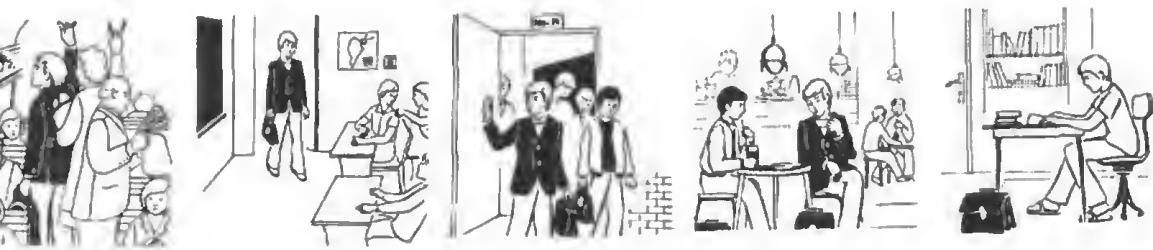


are always crowded, he doesn't get a seat very often. On the way to school, he looks at the signs above the windows and the faces of the other passengers. He can usually get to school in half an hour. His first class begins at 8:30 and he has seldom been late. His last class ends at 3 p.m. After school, he sometimes goes to the student center¹ or to a coffee shop with his friends. After an hour or so there, he goes home.

As soon as he gets home from school, he sits down, does his homework, and studies his lessons for the next day. At 6:30 he eats dinner with his family. Then he relaxes. Sometimes he watches television for an hour or two. Other nights he listens to his records or works on his stamp collection. At about 9 o'clock he takes off his clothes, puts on his pyjamas, and gets

¹ center=centre

into bed. He falls asleep immediately and sleeps until the alarm clock rings again the next morning.



I. Idiom Practice (Oral Drill)

1. We should do our assignments right away.

Look for the facts and ideas

Relate the points to what you know

Survey the material

2. You can relax for the time being.

Stay in bed

It's all right

There's nothing to do

3. From now on you should comb your hair before breakfast.

you should get up when the alarm clock rings.

you should eat cereal and toast for breakfast.

you should come to class on time.

II. GRAMMAR AND PRACTICE

Look at the following examples:

Bob usually gets up at once.

He usually has orange juice.

He usually listens to the radio.

He generally goes to school by bus.

He sometimes goes to a coffee shop.

He can usually get to school in half an hour.

He has seldom been late.

He may sometimes watch television.

The subway and the bus are always crowded.

He is seldom late.

NOTES:

1. Use frequency adverbs (USUALLY, SOMETIMES, OFTEN, etc.) as follows:
 - a. After the verbs BE, HAVE (perfect tenses), and Modal Verbs.
 - b. Before all other verbs.
2. For emphasis or variety, frequency adverbs may be put at the beginning or the end of a sentence, for example,
"Sometimes he watches TV."
"He watches TV sometimes."

Exercise II.A. Substitution Practice:

Change the sentence with the words given.

He has seldom been late.

Example: "comes": He seldom comes late.
 "is": He is seldom late.

1. occasionally	9. on time
2. can	10. is
3. has been	11. goes
4. generally	12. generally
5. goes	13. has been
6. early	14. gets up
7. comes	15. always
8. seldom	

■ **II.B. Look at the following connectives:¹**

¹ Compare these sentences with those in Lesson 8 Exercise II.C.

The clock rings at 7, and Bob gets up at once.

He eats dinner and then he relaxes.

His first class begins at 8:30, but he has seldom been late.

He listens to his records or he works on his stamp collection.

NOTES:

1. The above words connect two separate sentences.
2. The new sentence is called a compound sentence.
3. A comma is needed before the connective if the subjects of the two sentences are different.

Exercise II.B. Join the following sentences with the connectives in the parentheses. Use a comma before the connective where necessary.

Example : The astronomer was talking. The students were listening carefully. (and)

The astronomer was talking, and the students were listening carefully.

1. He took a shower. He combed his hair. (and then)
2. The Sun is shining brightly. It is dark inside. (but)
3. You must drive carefully. Your car will run off the road. (or)
4. Be sure to keep warm. You will get sick. (or)
5. He did his best. He couldn't describe the riverboat. (but)
6. They landed on the Moon. They began their exploration. (and)

Exercise II.C. Complete each sentence of part A with a suitable phrase from part B. You may find more than one suitable phrase for each sentence.

A

1. If he runs all the way,
2. If he ran all the way,
3. If Mary were invited,
4. If you hide behind the tree,
5. If the thief came into my room,
6. If you didn't move,
7. If he wants to take my bag,
8. If I were you,
9. If we had a car,
10. If you want to talk to him,

B

- a. she would put on her new silk dress.
- b. nobody would see you.
- c. I will call for help.
- d. I will call him at once.
- e. he would get to school in time.
- f. I would plant flowers there.
- g. he will get to school in time.
- h. we would get there quickly.
- i. I should be very much afraid.
- j. nobody will see you.

■ II.D. VOCABULARY PRACTICE

Use one of the following words and phrases in each of the blanks:

combed — the student center — alarm clock — takes off —
milk and cereal — plays his records — stamp collection —
relax — shower — the other passengers —

1. What did Bob do after the alarm clock rang?
He his hair.
2. What does he eat for breakfast?
He has
3. What does he do on his way to school?
He looks at
4. Does he go home immediately after school?
No, he relaxes in first, and then goes home.
5. What does he do before he goes to bed?
He
6. What does Bob do as soon as the rings?
He usually wakes up at once.

7. Do you feel cold when you take a cold? What about you?
Yes, I do.
8. What do you like to do after a day of hard work?
I like to relax. What about you?
9. What does one do before putting on his pyjamas?
He usually his clothes.
10. What do you do at home when you have no homework to do?
I sometimes look at my

dialog

LOOKING UP A WORD

Reza: Jane, will you do me a favor?¹

Jane By all means, Reza. What is it?

Reza: Could you find the word "synonym" in this dictionary for me?

Jane: Can't you do it?

Reza: No, I can't. I looked under "si" and "ci", but I couldn't find it anywhere.

Jane: Of course not. It begins with "sy" Here you are, "s-y-n-o-n-y-m".

Reza: That was fast. How did you do it?

Jane It was easy. Shall I teach you?

Reza: Yes, please do.

reading

USING A DICTIONARY

Mary: Mr. Rod, I couldn't finish my lesson last night, because there were so many new words in it. I tried to use my dictionary, but it didn't help me very much.

Mr. Rod: Maybe you haven't been using your dictionary correctly. Let me explain the things that a dictionary can tell you.

First of all, I hope you have been using an English to English dictionary. It's much better than an English-

¹ *favor* = *favour*



to-Persian dictionary. When you look up the meaning of new words in English, you increase your vocabulary much more quickly.

Now, there are seven main things that a dictionary can tell you: the spellings of a word, its pronunciation, whether it is a noun, verb, etc. its irregular forms, its meanings, some examples, and its synonyms. Let me explain each of these.

1. The dictionary shows you the correct spelling of a word; and whether it begins with a capital letter for example "fire" and "fiery", "ate" and "eight", Lincoln, Iran, etc.
2. It shows you how many **syllables** there are in the word and how to pronounce it. Of course, you will have to learn a special **alphabet** to pronounce it correctly. Until then, you should pronounce the word as your teacher does.
3. It tells you what kind of word it is. As I said before, it might be a noun, a verb, an **adjective**, an **adverb**, and so on.
4. It tells you if a word has regular or irregular forms; for example, *work*, *worked*, *worked*: "eat", "ate", "eaten"; "man", "men".
5. It tells you all the different meanings of a word. Remember that the meaning of a word usually depends on the words around it: for example, "*I got sick.*" (I became sick.), "*I got home late.*" (I arrived home late), and "*I got a letter yesterday.*" (I received a letter yesterday).
6. A dictionary often gives you an example for each meaning, such as the ones I just gave you.
7. It often gives you other words which have similar meanings (synonyms), and sometimes words which have **antonyms**.

GRAMMAR AND PRACTICE

■ I.A. Look at the following examples of HAVE BEEN + ING:

You haven't been using your dictionary

I hope you have been using an English dictionary.

You have been thinking about it.

He has been studying since five o'clock.

NOTE: In all of these sentences an action has begun in the past and is still continuing at the present time. The duration of the action is emphasized.

Exercise I.A. Look at the following pictures and complete the sentences.

Example: That man walking

for one hour.

That man has been walking in the park for one hour.



1. A sitting for half an hour.



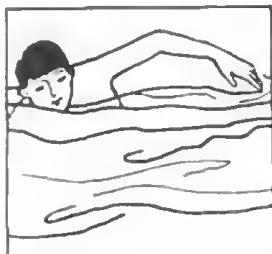
2. Amir's wife the whole afternoon.



3. Has he his lunch or his dinner?



4. Who this book?



5. He hasn't for more than half an hour.

■ **I.B.** *Look at the following connectives:*

He knows how to use a dictionary, and I do too.

He knows how to use a dictionary, and so do I.

He is a fast reader, and I am too.

He is a fast reader, and so am I.

He should increase his vocabulary, and she should too.

He should increase his vocabulary, and so should she.

He doesn't know how to use a dictionary, and I don't either.

He doesn't know how to use a dictionary, and neither do I.

You aren't pronouncing the word correctly, and I am not either.

You aren't pronouncing the word correctly, and neither am I.

Mary can't go to the Student Center tonight, and Jack can't either.

Mary can't go to the Student Center tonight, and

neither can Jack.

NOTES:

1. When DO, BE, SHOULD, etc. are used instead of the main verb, we call them "substitute verbs".
2. When we use a substitute verb, we shorten the sentence.
3. A comma is used before the connective.
4. The above sentences are compound sentences.

Exercise 1.B. Join the following sentences with the connectives in the parentheses:

1. Mary finished the novel. Jack finished the novel. (and..... too)
2. Mary will finish the novel. Jack will finish the novel. (and so.....)
3. Mary hasn't finished the novel. Jack hasn't finished the novel. (andeither)
4. Mary doesn't finish a novel every week. Jack doesn't finish a novel every week. (and neither
5. They are studying basic English. We are studying basic English. (and too)
6. Mina had chosen a comfortable chair. Ali had chosen a comfortable chair. (and so.....)
7. David might not remember the alphabet. Susan might not remember the alphabet. (and either)
8. Amir mustn't take off his coat. Pari mustn't take off her coat. (and neither
9. He wasn't looking up the new words. She wasn't looking up the new words. (and either)
10. Pari's hair was combed very nicely. Mary's hair was combed very nicely. (and so

■ **I.C. Look at the following examples:**

You will guess half of the new words if you try.

He will use his dictionary until he finds all the synonyms.

I will give Amir the stamps when I see him tomorrow.
She will take off her raincoat as soon as the rain stops.

NOTES:

1. All the above sentences refer to future activities.
2. Use simple present tense to show future activities after such connectives as, if, until, when, as soon as, before, after, unless.

Exercise I.C. Finish the following sentences:

1. He will study physics after
2. Mary will take a quick shower before
3. I will send the letter unless tomorrow.
4. The bus will leave as soon as the passengers
5. You will not guess his answer until you tomorrow.
6. We will understand the lesson better if the teacher..... next week.

■ **I.D. Voc. Practice**

Use one of the following words or phrases in each of the blanks:

By all means – adverb – look it up – pronounce – alphabet – like dictionary – adjective – synonyms – increase –

1. Javad, what does 'syllable' mean?

I don't know. You'll have to in a dictionary.

2. What do you call two words that have the same meaning?
They are called

3. What are irregular forms?

They are words "men" instead of "mans", "feet" instead of "foots", and "came" instead of "comed".

4. How can we increase our vocabulary?
That's easy. Learn how to use an English to English.....
5. Can you do me a favor tomorrow?
..... What is it?
6. What is an?
It is a word that tells you about a noun.
7. What is the first letter in the English.....?
It is the letter "A".
8. What does an do?
It tells us about a verb.
9. What happens when you look up the meaning of a word?
I my vocabulary.
10. Why can't you understand them when they speak?
Because they the words badly.

LESSON TWELVE

UNDERSTANDING MUSIC

What Is Music?

Is the song of a bird music? The sound of rain, or of a river, or of waves on a **beach**? Or the noises of **traffic**, or of buildings, or of working?

No, these aren't music. They may seem like music, and they can be expressed in music. By themselves, however, they are just sounds and noises.

Music has three things that sounds and noise do not have. It has meaning. It has **melody**. And it has **rhythm**.

Meaning

How does music have meaning? Well, there are three main kinds of meaning that can be found in music. There are the **feelings** of the **composer** when he writes the music. There are the stories that music tells. And there are our own feelings when we listen to the music.

The first type of meaning is the feeling that the composer wishes to express. For example, it may be his happiness, sadness, excitement or some other feeling.

The second type of meaning is the story that the music tells. It may be a trip to a strange country, about a **mysterious** adventure, about **falling in love**, or many other things.

The third type of meaning comes from our own experiences. We may remember a **lovely** day at the beach, a picnic in the mountains, saying good-bye to our sister or brother at a train station, and so on.

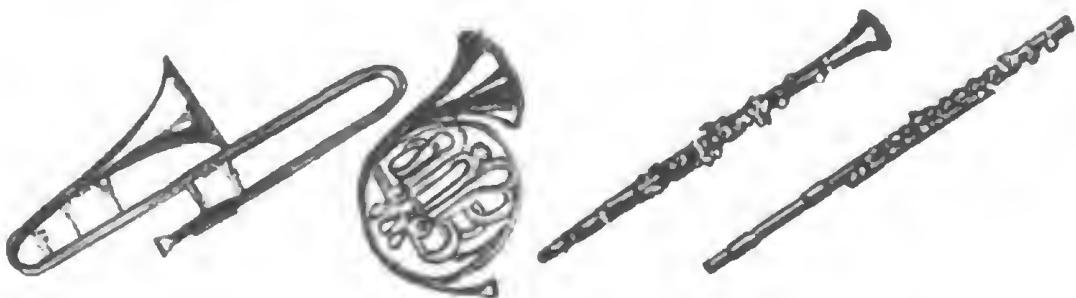
Melody

Melody is an arrangement of **notes** which sounds pleasant to us. It is the easiest part of music to understand.



One famous **symphony**, Beethoven's Sixth Symphony *the Pastoral*, is based on only three notes. These are like the voice of a shepherd calling his sheep.

Beethoven expresses the different feelings of the shepherd by using many different **instruments**.



Rhythm

Of course, feelings are not expressed by melody alone. Rhythm is also very important. When Beethoven wanted to express happiness, he used a fast lively rhythm. When he wanted to express tiredness, he used a slow regular rhythm.

■ I. Idiom Practice (Oral Drill)

1. You'll learn to swim.
understand music.
play tennis.
play an instrument.

At the same time,
it's good for you.
2. I forget names. On the other hand, I remember numbers.
faces.
dates.
addresses.
voices.
3. If you want to go with us,
study hard,
provide chairs for everyone,
take care of it,
travel by train,

so much the better.

4. I have been working all day long.
She was shopping
They have been traveling
You can practice English

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of MODAL + PASSIVE:

They can be expressed in music = Music can express them.

Three kinds of meaning can be found in music (by us) = We can find three kinds of meaning in music.

Whatever may be chosen (by a person) = Whatever a person may choose.

NOTE:

Use BE TOLD, BE GIVEN, etc. (BE + Past Participle) after WILL, CAN, MAY.... (Modals) in passive sentences:

WILL BE TOLD

CAN BE GIVEN

MAY BE TOLD

ETC.

Exercise II.A. Change active sentences to passive sentences.

Example : We find many instruments in music shops.

Many instruments are found in music shops.

We found many instruments in music shops.

Many instruments were found in music shops.

We will find many instruments in music shops.

Many instruments will be found in music shops.

1. We could prepare lunch in ten minutes.

2. They explained the Scout motto.

3. The people who were hurt will need First Aid.

4. Students should look up only a few words.
5. The boys might eat all of the pastries.
6. Someone else may do it.
7. Our treasurer added up all of the expenses.
8. The children can divide the nuts.
9. Her parents will give a pleasant party.
10. One out of every four persons speaks the English language.

■ **II.B.** *Look at the following suffixes:*

	<u>stem</u>	<u>suffix</u>
classical	classic-	-al
mysterious	mysteri-	-ous
happiness	happi-	-ness
lively ¹	live-	-ly

Exercise II.B. *Fill in the blanks with the correct form of the words in the parentheses.*

1. His surprised us. (sad)
2. This song will be about a adventure. (mystery)
3. It's a day, isn't it? (love)
4. He expressed his experiences in his writing. (person)
5. We had an trip. (adventure)
6. Children like faces. (friend)
7. Can you explain its? (useful)
8. The composer was a very person. (lone)
9. This shop sells several kinds of instruments. (music)
10. I like rhythms. (live)

¹ Some words ending in -ly are adjectives, not adverbs, for example, "lively", "lonely", "lovely", "friendly".

■ II.C. Tense Practice

Use the correct form of the verb with each time expression. (Individual Oral Practice)

The classrooms are swept every day.

Example: (once a day) The classrooms are swept once a day.

(every day last week) The classrooms were swept every day last week.

1. - frequently
2. - tomorrow morning
3. - yet
4. - a few minutes ago
5. - never... before nine o'clock
6. - not... tomorrow afternoon
7. - already
8. - twice yesterday
9. - tomorrow night
10. - two hours ago
11. - might... this afternoon
12. - every day

■ II.D. Vocabulary Practice

Use one of the following words or phrases in each of the blanks:

happiness - expressed - traffic - music - mysterious - composer - instruments - melody - the songs - symphony -

1. Which musical instrument can best express the feelings of shepherds?
They are usually best by a flute.
2. What does a lively rhythm seem to express?
It seems to express
3. What is the difference between music and noise?
Music has, but noise doesn't.
4. Don't you like of birds?
Yes, very much. I could listen to them all day long.
5. That was a lovely, wasn't it?
Yes. I haven't heard such beautiful music in a long time.

6. What is your hobby?
My hobby is listening to classical
7. What does a do?
He writes music.
8. What is it that makes so much noise in the streets?
It is the
9. Why was the young boy so terrified?
Because he had read a story.
10. What are the violin, flute and guitar called?
They are called musical.....

TEST TWO

COMPREHENSION

I. Reading Comprehension:

Read the following text quickly and carefully. Then put a check mark (✓) in front of the correct part (a, b, or c) of each sentence.

Jupiter is the largest planet in our solar system. Scientists have not learned much about it, however, because it is very far away. Spaceships from the United States and Russia have already made several flights¹ to the Moon, Venus, and Mars, but none have reached Jupiter yet. The first spaceship sent to Jupiter began its journey in March 1972.

The name of the spaceship is Pioneer 10. It must fly through space for nearly two years to reach Jupiter. The distance is 620 million miles. The speed of Pioneer 10 is about 75,000 miles per hour. It is flying faster than any other spaceship flown before. Other spaceships need about five months to fly 50 million miles, but Pioneer 10 only needed three months.

In July Pioneer 10 passed Mars and entered a new part of space. It is called the asteroid belt. The asteroid belt is 175 million miles wide and has dust and thousands of small planets, or asteroids, in it. Pioneer 10 will need seven months to cross the belt. If it crosses it successfully, scientists will learn many things about outer space. They will also learn more about the dangers of space travel.

There are many things that scientists hope to learn about Jupiter from Pioneer 10. For example, they already know that Jupiter has 12 moons and that three of them are larger than the Earth's moon. But they do not know if any of Jupiter's moons have an atmosphere. They also want to know if there is some form of life on Jupiter. They hope that Pioneer 10 will answer these questions and many other questions as well.

¹ a flight = a trip by spaceship (or airplane)

1. Why haven't scientists learned much about Jupiter?
 - a. Because it is the largest planet.
 - b. Because it is very far away.
 - c. Because the first journey began in 1972.
2. Why may Pioneer 10 reach Jupiter sooner?
 - a. Because it must fly through space for nearly two years.
 - b. Because the distance is 625 million miles.
 - c. Because it is flying faster than any other spaceship.
3. What will happen if Pioneer 10 crosses the asteroid belt?
 - a. Scientists will learn a lot about outer space and the danger of space travel.
 - b. Pioneer 10 will enter a new part of space 175 miles wide with thousands of asteroids.
 - c. Pioneer 10 will need seven months to cross the dust and the belt.
4. What do scientists already know about Jupiter?
 - a. They know that it has 12 moons.
 - b. They know that it has atmosphere.
 - c. They know that there is life on it.

■ II. Reading Comprehension

Read the following story very carefully. Give complete answers to the questions:

Some time ago a sweeper who swept the Bank of England and waited there all day for pennies, went into a shop and asked the shopkeeper:

“What is the value of a piece of gold as large as my head?”

“My dear sir. I’m just going out to lunch,” said the shopkeeper. “Come and have something to eat with me. We can talk the matter over later.”

They went to a restaurant and had a very delicious and expensive lunch. As the sweeper was having his dessert, the shopkeeper said:

“Now, my friend, show me the gold.”

“But I haven’t any,” said the sweeper.

“What!” said the angry shopkeeper. “You came to ask me to buy a big piece of gold!”

"You see, I sweep the bank of England. It just came into my head that someone might leave a big piece of gold there. I wanted to see how much I would get for it."

"Get out of here!" said the angry shopkeeper.

"Well, dreams don't often come true, they say," said the sweeper as he returned to his work, "but I got a very good meal out of mine."

1. What is the story about?
2. Did the sweeper find a big piece of gold?
3. Why did the shopkeeper invite him to lunch?
4. What did the sweeper want to find out?
5. What is a good title for the story?

II. Vocabulary Recognition:

A. Read the sentence and check the phrase (a, b or c) that has the same meaning as the underlined word.

1. I have to do my assignment before "going out".
 a. survey
 b. homework
 c. housework
2. The blazing torch helped them find their way.
 a. very big
 b. very old
 c. bright and fiery
3. I just can't comprehend the reason for her bad behavior.
 a. understand
 b. forget
 c. remember
4. The astronauts explored the Moon for several hours.
 a. discovered
 b. examined
 c. saw
5. The foreigner did not know the custom.
 a. friendly old man
 b. person from another country
 c. neighbor

6. My friend likes to read novels.

- a. travel books
- b. literature books
- c. English books

7. The stove heated the room.

- a. made warm
- b. made cold
- c. cleaned

8. Elephants are intelligent animals.

- a. dangerous
- b. understanding
- c. very big

9. You have to go back over the whole lesson.

- a. review
- b. return
- c. remember

10. He proved that he could do the experiment alone.

- a. said
- b. was sure
- c. showed

11. We have to recite the poem.

- a. review
- b. reread
- c. repeat from memory

12. I think your friend is rude.

- a. not polite
- b. polite
- c. nice

13. Mary has seldom been late.

- a. not often
- b. very often
- c. never

14. He found a valuable portrait.

- a. very old
- b. worth much money
- c. well known

15. They built a beautiful memorial in memory of Ferdowsi.

- a. to remember
- b. to memorize
- c. in the time of

B. Give the meaning of the underlined words.

1. It goes without saying that if you don't put on warm clothes in winter, you'll get cold.
2. Since you have studied English for five years, you can speak it quite well.
3. The writer expressed both sides of life.
4. Mary can probably help us to find a good neighborhood.
5. No wonder he is so hungry. He has not eaten anything for two days.
6. Jupiter is a planet which orbits around the Sun.
7. However, he experienced many things during his trip.
8. They wanted to float down the river on a raft.
9. We occasionally need a change in our program.
10. When I called him, he got up at once.

III. STRUCTURE:

■ Structure I.

A. Substitute the following phrases in the sentence, make the necessary changes.

The boys are practicing English now.

1. when I saw them
2. every afternoon
3. often
4. still
5. any more
6. before they left
7. last week
8. for several years
9. every day from now on
10. last year
11. right now

12. every time they meet
13. before they went to England
14. used to
15. Did they

B. Make questions using **WHAT**, **WHO**, etc. for the underlined words.

which who whom whose why
how what when where how much

1. The wardrobe cost five hundred tomans.
2. The red armchair is mine.
3. He built a beautiful house in the woods.
4. I got my brother's eraser.
5. He found his lost son yesterday afternoon.
6. We drank a lot of coffee.
7. I met an eye specialist yesterday.
8. The teacher began to read the lesson first.
9. We took our trip by plane.
10. I wore warm clothes because it was cold.

C. Use the correct form of the words in the parentheses.

1. I usually write (few) letters than my sister.
2. We have (little) sugar than you do.
3. This exercise is (difficult) than the other one.
4. This restaurant has (good) food in Tehran.
5. This place has (bad) weather in Iran.
6. He speaks (carefully) than other students.
7. Shiraz is (far) from Tehran than Isphahan.
8. You speak English (well) than your sister.
9. Spaceships fly (fast) than airplanes.
10. Ali works (hard) than his brother.

D. Join the following sentences with the connectives in the parentheses.

1. Mina attended the class this morning. Parvin attended the class this morning. (both and)

2. He listened to my advice. He did what I had told him. (not only but also)
3. Our ancestors did not have fire. Our ancestors did not have light. (neither nor)
4. I will study agriculture. I will study medicine. (either.....or)
5. She swept the room. She cleaned the room. (both and)

■ Structure II.

Change the sentences with the words in the parentheses:

1. They left the house. (..... before the guests arrived)
2. She is sitting and watching TV. (..... while we were sweeping the room)
3. The girl will listen to the radio. (..... when I called her)
4. "Come back soon." (My mother asked me)
5. "Don't open the window." (She told me)
6. My cousin provided all the expenses. (All the expenses)
7. Mr. Smith teaches this class. (..... by Mr. Smith)
8. The money was given to us by the grocer. (The grocer the money)
9. Lunch is prepared by the housewife. (The housewife)
10. Amir studies in our school. (..... for three years)
11. Ali doesn't study in our school any more. (..... for three years)
12. The sun is setting now. (..... at six o'clock every day)
13. I helped my mother with the housework. (I didn't)
14. They had some difficulties in learning physics. (They didn't have)
15. He put the vase on the table. (Where)
16. I got Mary's book. (Whose)
17. We talked with our friends. (Whom)
18. She is going to buy the red blouse. (Which)
19. The nurse is taking care of three sections. (How many)
20. I studied (very carefully) (all day yesterday) (in school) (I)

■ **Structure III.**

Check the correct part (a, b, c, or d).

1. "What is ten minus five?"
"It's"
 a. subtract
 b. subtraction
 c. subtracted by
 d. subtracted from
2. "Can't you solve the problem?"
"I'm trying, but it's difficult."
 a. very
 b. enough
 c. much
 d. many
3. "Are they having a party?"
"Yes, and they're having guests."
 a. much
 b. very
 c. many
 d. any
4. "Aren't you going to school by bus?"
"No. Although it's late,"
 a. I walk
 b. but I'll walk
 c. but I walk
 d. I'll walk
5. "What did she say?"
"We must our parents."
 a. depended on
 b. depend on
 c. depending on
 d. to depend on
6. "Who should I see?"
"You will have a heart-specialist."
 a. see
 b. seeing
 c. to see
 d. seen

7. "Does he listen to anyone?"
"No, he prefers to anyone."
 a. not listen
 b. not listening
 c. not to listen
 d. to listen not

8. "Did the teacher help you?"
"Yes. She made wisely."
 a. think to me
 b. me to think
 c. to me think
 d. me think

9. "Where did the bird go?"
"We saw in the clouds."
 a. to him disappear
 b. him to disappear
 c. him disappear
 d. disappear to him

10. "What did you want?"
"I wanted"
 a. for dessert some tea
 b. for some tea dessert
 c. dessert some tea
 d. some tea for dessert

11. "Have you received it?"
"Yes. He sent"
 a. to me the letter
 b. the letter to me
 c. the letter me
 d. me to the letter

12. "How did the physician cure the patient?"
"He cured him on him."
 a. operating
 b. by operate
 c. by to operate
 d. by operating

13. "When can I go?"

- a. you go
- b. go you
- c. you to go
- d. go to you

14. "Aren't you going to give a party soon?"
"No, but I would give one if I good grades on my test tomorrow."

- a. get
- b. will get
- c. got
- d. am getting

15. "Should he return home?"
"Of course. If he returns home, he his grandson."

- a. saw
- b. would see
- c. sees
- d. will see

16. "Who works in my father's factory?"
"The worker with you're talking works there."

- a. whom
- b. that
- c. who
- d. whose

17. "Who is that man?"
"He's the scientist books are very famous."

- a. whom
- b. whose
- c. which
- d. that his

18. "Who is this?"
"This is we were talking about."

- a. man
- b. a man
- c. the man
- d. which man

19. "What did they try to do?"
"They tried to climb"

- a. Alps
- b. the Alps
- c. on Alps
- d. this Alps

20. "What does he do?"
"He's"

- a. eye-specialist
- b. a specialist of eye
- c. specialist of an eye
- d. an eye-specialist



COMPOSITION PRACTICE

PART ONE

Look at the following sentences and see how they are made into a paragraph.

The teacher was reading a story book.

Most of the children were listening.

One boy was talking to someone.

Another was eating something. A third.....

It was the English hour. The teacher was reading a story. It was so interesting that most of the children were listenting carefully and enjoying it. But some of them did not like the story and did not wish to listen. One boy was talking to the boy next to him. Another boy was eating a piece of chocolate and a third was playing with his pencil and ruler.

Now change the following sentences into paragraphs:

- a) Mrs. Brown was very sick last month.
She is getting better now.
She can't do any housework for a while.
The doctor wants her to rest.
- b) Mr. and Mrs. Brown are going to take a trip.

The childern won't be able to go with their mother and father.
The childern have to go to school.

They will have to stay with their aunt and uncle.

c) Mr. Green hasn't had a holiday for years.

His boss let him go this month.

He has gone to Germany.

He has taken his son with him.

They are planning to stay there for six weeks.

They have promised to send us a letter.

d) She had run out of the house.

She had taken her overcoat.

She had forgotten her hat.

She had not said good-bye.

Someone ran after her.

He could not find her.

No one knew what had happened.



1



2



3



4

PART TWO

A. (i) Look at the pictures carefully. (ii) Answer the questions orally. (iii) Then write complete answers in your notebook.

*Use
answers:*

late	doesn't care
shop	continues to ring
alarm clock	throws his pillow
sets	falls down, stops ringing
draws, curtains	goes back, again
peacefully	late
begins to ring	

(Picture 1.) a. Is Mr. Smith always late or on time?

(Picture 2.) a. Where does Mr. Smith go one day?
b. What does he buy?

(Picture 3.) a. What does he do with the clock that night?

(Picture 4.) a. What does he do then?

(Picture 5.) a. What does he do after that?

(Picture 6.) a. What happens the next morning?
b. Does he hear the clock?

(Picture 7.) a. Does the clock stop?
b. What does Mr. Smith do?
c. What happens to the clock?

(Picture 8.) a. What does he do then?
b. Will he be on time?

B. Write a paragraph about the pictures. Use all your answers in the paragraph.



APPENDIX

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Appendix I.

A small man went to a cinema, bought a ticket and walked in, but after two or three minutes he came out, bought a second ticket and then went in again.

A few minutes later he came out again and bought a third ticket, and two or three minutes after that he came out and asked for a fourth ticket.

But the man said to him, "Why are you buying all these tickets? Are they for your friends?"

"No," the small man said, "they're not, but each time I go to the door, a big man takes my ticket."

Appendix II.

One day an old man went to town. His house was very far from town and he didn't go there very often. It was a strange place and he didn't like strange places. But his brother lived in the town and the old man needed some money.

After three days the old man arrived in the town. He was very tired and a little angry. As he walked down the street, he saw something on the ground. It looked like a plate. He picked it up and looked at it. It was a mirror and he could see himself in it.

He thought for a few minutes and said, "What an ugly thing! This is the ugliest picture I've ever seen. That man didn't want it and I don't want it either."

Then he threw the mirror down and walked quickly away from it.

1. Where did the old man live?
2. Why did the old man go to town?
3. How long did he travel?
4. What did the old man find?
5. What did he think about it?

Appendix III.

Days of the Week

1. Sunday (Sun.)
2. Monday (Mon.)
3. Tuesday (Tues.)
4. Wednesday (Wed.)
5. Thursday (Thurs.)
6. Friday (Fri.)
7. Saturday (Sat.)

Months of the Year

1. January (Jan.)
2. February (Feb.)
3. March (Mar.)
4. April (Apr.)
5. May
6. June
7. July
8. August (Aug.)
9. September (Sept.)
10. October (Oct.)
11. November (Nov.)
12. December (Dec.)

Seasons

1. Spring
2. Summer
3. Autumn (Fall)
4. Winter

Irregular Verbs

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
be	was	been
beat	beat	beaten
bear	bore	born
become	became	become
begin	began	begun
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten / got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read

Present	Past	Past Participle
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Punctuation Rules

Periods

At the end of sentences:

- Use a period at the end of a sentence that tells something:

He is a fast reader.

You should increase your vocabulary.

You aren't pronouncing the word correctly.

- Put a period at the end of a sentence that makes a request or gives a command:

Serve the meat on the silver platter.

Send the invitations as soon as you can.

Please buy some ice cream for dessert.

After abbreviations and initials:

- Use a period after abbreviations and initials to show that you are writing the short forms of words:

Oak St. Mrs. Jones E.C. Moore Co.

Elizabeth Blvd. Dr. Hall 10 ft.

U.S.A. Mr. J. L. 4:30 p.m.

Mr. Black Mary E. Morris 2300 B.C.

In outlines and lists:

- Use periods after the numbers and letters in an outline:

A. Morning

 1. Getting up

 2. Before going to school

B. Going to school

 1. Time

 2. Way

3.

- Use periods after the numbers in a list:

1. pencil	4. book
2. pen	5. paper
3. notebook	6. ink

Question Marks

- Use a question mark after a sentence that asks a question:

Which two nations consisted of Aryan people?

Are both names correct?

- Use a question mark at the end of a quotation that asks a question:

The teacher asked, "What are the three main uses of art?"

"How is art used in buildings?" Mary asked.



Exclamation Marks

- Use an exclamation mark after a sentence that shows excitement or strong feeling:

What nice furniture!

The Queen is coming!



- Sometimes an exclamation mark is used after only one or two words that show strong feeling:

Listen! I think I hear something.

Oh, dear! I've lost my book again.

Quotation Marks

- Quotation marks are used to show that certain words are written exactly as some person said them:

Frank said, "I am going to watch the train leave."

"If I go to the library," Sue said, "I'll get it."



Commas

In addresses:

- Use a comma between the name of a city and the name of a state or country:

Hollywood, California



Tehran, Iran

In dates:

- When writing a date, put a comma between the day of the month and the year:

Feb. 29, 1960

July 4, 1973

In letters:

- Use a comma after the greeting in all letters except business letters and after the closing:

Dear Helen,

Sincerely yours,

Dear Grandfather,

Your grandson,

After names of persons spoken to:

- Use a comma after the name of the person that is spoken to:

Nima, please answer the telephone.

Were you speaking to me, Miss White?

I think, James, that you ought to hurry.

After yes and no:

- Use a comma to separate the words "yes" and "no" from the rest of the sentence:

Yes. Nancy set the table yesterday.

No, Mary didn't clear the table.

In a series of words:

- Sometimes several words or groups of words are written in a series in a sentence. Use commas to separate the words or groups of words in a series:

The flowers are red, blue, and yellow.

All of my aunts, uncles, and cousins are coming.

We studied our lessons, memorized the dialog, and wrote a composition.

After acquisitions:

- Sometimes the exact words said by a person are written

as part of a sentence. Words used like this are called a quotation. Use comma to separate a quotation from the rest of the sentence:

“It’s our custom,” answered Helen.

Mahin said, “They permitted him to paint.”

“Do you remember,” he said, “the days we were in school.”

- If the quotation comes at the beginning of a sentence and ends with a question mark or an exclamation mark, a comma is *not* used.

“What is the name of that peninsula?” John asked.

“Look at all the fish!” exclaimed Father.

Semicolons

- A semicolon is often used to separate phrases which already contain commas:

My sister Jane was born March 2, 1937; my brother Bob, April 20, 1939; and I was born December 3, 1941.

- Use a semicolon to separate two parts of a compound sentence which are not joined by a connecting word:

Mary finished her lunch; the guests arrived later.

The farmers need rain for their crops; three weeks have passed since the last rainfall.

Colons

- Use a colon after the greeting in a business letter:

Gentlemen:

Dear sir:

My dear Mr. Lowry:

Apostrophes

- Use an apostrophe in a contraction to show where a letter or letters are omitted:

don’t (do not)

you’ll (you will)

we’re (we are)

it’s (it is)

- Use an apostrophe s ('s) to show possession:

a girl's dress	Mr. Smith's yard
the children's hats	the women's hats
- If the word ends in *s*, add only the apostrophe ('), unless another *s* sound makes the idea clearer. If it does, you have a choice:

Mrs. Jones' hat	or	Mrs. Jones's hat
the princess' dress	or	the princess's dress
the babies' toys		
houses' roofs		
- Use an apostrophe and an *s* ('s) to form the plurals of letters, figures and symbols:

A's	4's	-'s
He has four A's on his report card.		

Hyphens

- A hyphen is used between two or more words that are used as one word. Your dictionary will tell you whether or not to write a word with a hyphen:

brother-in-law	sixty-four
absent-minded	eighty-nine

Capitalization Rules

1. Begin the first word of a sentence with a capital letter.
It's very warm today.
Have you ever seen a hedgehog?
2. Begin proper nouns with a capital.
 - a. Names of people:
Mary, Ludwig Van Beethoven, Ahmad Shirazi
 - b. Titles of address with proper names:
Mr. Asadi, Dr. Jones, President Wilson
 - c. Names of streets, roads, parks:

Main Street, Karaj Boulevard, City Park

- d. Names of geographical divisions, countries, states, cities:
Europe, the Middle East, Iran, California, London
- e. Geographic names for mountains, deserts, rivers, lakes, oceans, etc.:
Mt. Damavand, the Sahara Desert, the Karun River, the Salt Lake, the Indian Ocean
- f. Names of religious deities, religious books, important documents:
God, Allah, the Koran, the Bible, the U.N. Charter
- g. Names of peoples, nationalities, languages:
the Aryans, American, French
- h. Names of days, months, holidays:
Friday, January, Now Ruz, Thanksgiving Day
- i. Names of books, poems, songs:
Graded English, the Shahnameh, the Ninth Symphony

- 3. The pronoun I is always capitalized.
- 4. Abbreviations are always capitalized if the full words are written with capitals.
U.K., U.S.A., U.S.S.R.
- 5. The first word of a quotation is capitalized.
Roya said, "Let's go."

• لغاتی که در این نهرست هستند تنها از نظر معنومی که در جمله به کار رفته در این کتاب دارند معنی شده‌اند.

Word List

A

about to	نزدیک به...	amuse	سرگرم کردن
(to be about to)	در حال گفتن چیزی یا	ancestor	جد - نیا
	انجام کاری	and so on	وغیره
according to	بر طبق نظر	ancient	قدیمی - باستانی
achieving	انجام	antonym	متضاد
to achieve	به انجام رساندن	anyway	بهر حال، بهر صورت
act	بازی کردن (در تأثیر)	appear	ظاهر شدن
adjective	صفت	area	منطقه، ناحیه
A. D. (anno domini)	بعد از میلاد	are you free?	کاری نداری؟
admire	تحسین کردن	(to be free)	ازاد بودن
adult	بزرگسال	arena	میدان مبارزه
advance	پیش	army	سپاه
(in advance)	از پیش	arrangement	نظم و ترتیب
adverb	قید	as far as	مادام که
a great deal	مقدار زیادی	aside	به کنار
air	هوای	(throw aside)	به کناری انداختن
alarm clock	ساعت شماطه‌ای	as if	مثل اینکه
all day long	نیام طول روز	as long as	تا وقته که
alive	زنده	assignment	تکلیف - تکلیف مدرسه
aloud	بلند، با صدای بلند	astronomer	ستاره‌شناس
alphabet	النبا	as usual	طبق معمول
a. m.	قبل از ظهر	asleep	خواب - خوابیده
amphitheater	آمفی‌تئاتر	as well	هم - نیز

as well as	هم - نیز	breathe	تنفس کردن
Athens	اتن (پایتخت یونان)	brightly	بروشنی
at once	نورا، بلا فاصله	build	ساختن
attend	حضور باقتن	by	قبل از
at the same time	در همین، در همین موقع	by all means	با کمال میل
attract	جلب کردن - جذب کردن	by themselves	خودشان - به تهایی
audience	حاضران، شنوندگان		

B

back	پشت - عقب - بازگشت	cabin	کلبه
backstage	پشت صحنه	call	نامیدن
bank	بانک	captain	ناخدا
basic	اصلی - اساسی	capture	تسخیر کردن
B. C.	قبل از میلاد	care	اهمیت دادن
beach	ساحل	celebrate	جشن گرفتن
beauty	زیبایی	center	مرکز - کانون
before	در حضور	student center	کلوب دانشجویان
behavior	رفتار	century	قرن
behind	پشتسر	cereal	غله ^۱ ، حبوبات
bell	زنگ	challenge	مبارزه کردن
below	زیر - پائین	change	تفیر - نوع
beside	بهلوی	choir	دسته سرایندگان (در کلبا)
be used to	عادت داشتن به	(to choose)	انتخاب کردن
Bible	انجل	Church	کلبا
blazing	فروزان - نعلهور	Civil War	جنگ داخلی
boiled	جوشانده شده - جو شیده	classical	کلاسیک
to boil	جوشاندن	clearly	بروشنی و وضوح
borrow	فرض گرفتن	cliff	صخره، پر نگاه
bowl	کاسه	close	نزدیک
brave	شجاع - دلیر	coin	سکه

۱ - غلاتی نظیر برنج، ذرت، گندم و غیره که در کارخانه به صورت‌های مخصوص تهیه می‌شود و معمولاً با شیر هنگام صرف صحنه می‌خورند.

C

cabin		call	نامیدن
call		captain	ناخدا
captain		capture	تسخیر کردن
capture		care	اهمیت دادن
care		celebrate	جشن گرفتن
celebrate		center	مرکز - کانون
center		student center	کلوب دانشجویان
student center		century	قرن
century		cereal	غله ^۱ ، حبوبات
cereal		challenge	مبارزه کردن
challenge		change	تفیر - نوع
change		choir	دسته سرایندگان (در کلبا)
choir		chose	انتخاب کرد
chose		(to choose)	انتخاب کردن
(to choose)		Church	کلبا
Church		Civil War	جنگ داخلی
Civil War		classical	کلاسیک
classical		clearly	بروشنی و وضوح
clearly		cliff	صخره، پر نگاه
cliff		close	نزدیک
close		coin	سکه

Coliseum	بنای تاریخی در رم	divided by	تفصیل بر....
collect	جمع اوری کردن	division	تفصیل
collection	مجموعه – کلکسیون	door bell	زنگ در
comb	شانه کردن	do one's best	حداکثر کوشش را کردن
comedy	کمدی	dramatist	درام نویس – نمایشنامه بردار
comfortable	راحت	drunk	ست – دانم الغیر
composer	آهنگساز	dry	خشک کردن
composition	انشاء – تألیف	dust	غبار
congress	کنگره	dynamite	دینامیت
connect	ارتباط دادن		
to be connected to	متصل بودن به		
conquer	فتح کردن – مغلوب نمودن	earth	زمین
control	مراقبت	easily	به آسانی
conversation	گفتگو	east	شرق
correct	تصحیح کردن	eastern	شرقی
counter	پیشخوان	echo	انکاس صوت، بزواک
curtain	برده	educated	تحصیل کرده
customer	مشتری	Egypt	مصر
		elect	انتخاب کردن
		to be elected	انتخاب شدن
D			
danger	خطر	elegant	زیبا – ظریف
deaf	کر	emperor	امپراتور
deafness	نقل سامعه – کری	end	بایان یافتن – نام شدن
deep	عمق	energy	انرژی، نبرو
deer	آهو	European	اژدها پایی
defend	دفاع کردن	every now and then	گاه گاهی
describe	توصیف کردن	even though	اگرچه، حتی اگر
details	جزئیات	exactly	درست، کاملاً
dictionary	فرهنگ لغت	example	مثال، نمونه
difference	اختلاف	excitement	میجان
direction	ست و جهت	exercise	ورزش، تمرین
distance	فاصله – مسافت	exist	وجود داشتن و زندگی کردن
divide	تفصیل کردن	expect	انتظار داشتن

(to be expected)	انتظار رفتن	fountain	چشم
explore	کشف کردن	frighten	ترساندن
exploration	اکشاف، جستجو	to be frightened	ترسیدن
express	ییان کردن	from now on	از این بعد
expressive	ییان کننده، پرمعنی، با حالت	from... on	از... تا
eyesight	بینایی، دید	from time to time	گاه به گاه، هر چند وقت
		future	آینده

F	G
fact	حیثیت
factor	عامل
fail	نتوانستن، شکست خوردن
fall sleep	بخواب رفتن
falling in love	عائش شدن
fame	شهرت
far from	دور از
favor	لطف
(to do a favor)	لطف کردن
feeling	احساس
field	مزرعه
fiery	آتشین
fireplace	بخاری، اجاق
float	شناور بودن
flute	نی، فلوت
folk	توده، مردم
foreigner	خارجی
fortune	نرودت
form	تشکیل دادن
form	شکل، صورت
formal	رسمی
for the time being	نعلاً، در حال حاضر
fortunately	خوبیختانه
fossil	فسیل، سنگواره
	Gas
	general
	generally
	get back
	get out
	get tired of
	go back over
	God
	got
	to get
	graceful
	grade
	gradually
	graduate
	great grandfather
	greatly
	Greece
	Greek
	group
	grow
	(grow deaf)
	guard
	guide word
	guitar
	گاز
	کلی
	معمول، بطور کلی
	بازگشتن
	بیرون رفتن
	خسته شدن از
	دوره کردن
	خدا
	رسیده
	رسیدن
	ظریف، دلپذیر، طناز
	نمره
	پندربیج، کم کم
	فارغ التحصیل شدن
	جد
	خیلی زیاد
	یونان
	یونانی
	گروه، دسته، جمع
	شدن، رشد کردن
	کر شدن
	نگهبان، گارد
	لغت، راهنمای
	گیتار

H

habit	عادت
hard	سخت
(to be hard on)	(جیزی را زرد خراب کردن، به چیزی صدمه زدن)

J

highly	خیلی، بسیار	موسیقی جاز
hit	ضربه خوردن، زدن	عصاره میوه، آب میوه
hollow	مجوف، تخلالی	عادل
however	ولی، با وجود این	عیا، فقط
human being	بشر، ادمی	
humor	لطفه - مزاح	
humorist	بدله گر، لطفه گر	
humorous	شوخ - خنده آور	

K

ice berg	کوه بیخ (شناور)
ice cream	بستنی
ice tea	چای با بیخ
immediately	نوراً

keep away from	دوری کردن از...
kid	بچه

L

impatient	بی صبر، عجل	بعداً
importance	اهمیت	قبل
impression	تأثیر	از حفظ کردن
in back of	در پشت...	کمتر
incorrect	غلط، نادرست	اطلاع دادن، خبر دادن
increase	افزودن	کامو
influence	نفوذ	روشنایی، نور
informal	غیر رسمی	به تدریج
in front of	جلو	با روح، زنده
inside	داخل، درون	اناق شیخین
instead	به جای آن	نهایی - دلتنگی
instruments	آلات	جستجو کردن
intelligent	هوشمندانه، همراه با درک	پیدا کردن (الف)
interest	علاقمند کردن	جان خود را از دست دادن

loss	ضرر، زیان	negro	سیاه پرست
lose	باختن	northern	شمالی
lovely	زیبا، درست داشتنی	not at all	ابدا
M		note	نت موسیقی
make friends with	دوست شدن، دوست ییداکردن	novel	رمان
Make yourself at home	احساس کن	no wonder	تعجبی ندارد
O		object	شیئی
marriage	ازدواج	occasionally	گاهی، گاهی
marry	ازدواج کردن	ointment	پماد
Mars	مریخ	on the other hand	از طرف دیگر
mashed	کوبیده، بوره، له شده	opening	شکاف - روزنہ
material	مطابق، مواد لازم	opera	اپرا
meaning	معنی	opposite	متفضاد
means	وسیله	oral	شفاهی
by means of	به وسیله	orange - red	قرمز مایل به نارنجی
melody	آهنگ	orbit	به دور مداری چرخیدن
memorial	بادبود	orchestra	ارکستر، گروه نوازندگان
memorize	از حفظ کردن	ordinary	معمولی
memory	حافظه	organ	ارگ
mention	ذکر کردن، تذکر دادن	over	بالا
metal	فلز	P	
middle	میان، وسط	park	بارک - باغ ملی
million	میلیون	passenger	مسافر
misunderstanding	سوه تفاهم	peak	قله - نوک
misunderstand	اشتباه فهمیدن	pen name	نام مستعار
molten	مذاب	perform	اجراه کردن - نمایش دادن
moment	لحظه	performance	اجراه - نمایش
museum	موزه	per	در
myterious	اسرار آمیز	per hour	در ساعت
N		personality	شخصیت - اخلاق و خصوصیات
narrow	باریک		

		R	
pick up	برداشتن - بلنده کردن	radar	رادار
pickles	ترنی	raft	بلم
pie	بای - نوعی شیرینی	rather than	بهای آنکه - نا آنکه
pill	فرص	really	واقعاً
pillow	بالش	recite	از برخواندن و تعریف کردن
pilot	سکاندار کشتنی	record	صفحه
plain	جلگه - دشت	reflect	منعکس کردن
platter	بشتاب بزرگ - دیس	to be reflected	منعکس شدن
playing	نواختن (موسیقی)	reflection	انعکاس
pleasure	لذت	regular	با قاعده - منظم
p. m.	بعداز ظهر	relate	ارتباط دان
poem	شعر	(to be related to)	مریبوط بودن به -
poet	شاعر	relax	بسنگی داشتن به
point	نکه	require	استراحت کردن -
politely	مودبانه	responsibility	تمدد اعصاب کردن
position	مقام	review	احتیاج داشتن
postcard	کارت پستال	right away	مسئلیت
potato	سیب زمینی	rock	دوره کردن - مرور کردن
president	رئیس - رئیس جمهور	Roman	فوراً
printer	کارگر جا بهانه	Rome	صخره
printing	چاپ	rude	رسمی - اهل رم
prison	زندان	rhythm	رم (باختت ایتالیا)
prisoner	زندانی	sadness	بر رو - بی ادب
probably	شاید - احتمالاً	school yard	ریتم - وزن
promise	قول دادن	screen	حزن، اندوه
pronounce	تلخیط کردن	second	حیاط مدرسه
pronunciation	تلخیط	secondly	پرده سینما - صفحه (رادار)
protect	حمایت کردن	secret	ثانیه
prove	نابت کردن		در مرحله دوم
pull	کشیدن		راز
punish	تنبیه کردن		
purpose	منتظر - قصد - هدف		
pyjamas	لباس خواب		

S

protect	sadness	حزن، اندوه
prove	school yard	حیاط مدرسه
pull	screen	پرده سینما - صفحه (رادار)
punish	second	ثانیه
purpose	secondly	در مرحله دوم
pyjamas	secret	راز

seldom	بندرت	start	شروع کردن
set	دستگاه	state	ایالت
shade	سایه	step	قدم، مرحله
shelf	تقسیم	still	با این وجود، با این همه
shelter	بناهگاه، سایهبان	storm	طوفان
shoot	نیز زدن	stream	نهر، چوبیار
to be shot	تیر خوردن	style	سبک، روش
shower	دوش	subway	قطار زیرزمینی
(take a shower)	دوش گرفتن	successful	موفق
shout	فریاد کردن	such as	مانند، نظری
sight	منظمه، چشم انداز	summarize	خلاصه کردن
sightseeing	دیدن مناظر و نقاط جالب و دیدنی	suppose (to be supposed to)	گمان کردن
sign	علامت، اعلان		گمان بردن، قرار بودن
silence	سکوت	sure	مطمئن
since	جونکه	(it sure is)	واقعاً همینطور است
slavery	بردگی	surface	سطح
slip	سر خوردن، لیز خوردن	surround	محاصره کردن
society	انجمن	survey	بررسی سطحی کردن
solar system	منظمه شمسی	syllable	سیلاپ، هجا
soldier	سر برآز	symphony	سمفونی
so many	این همه	synonym	متراود
so much the better	چه بهتر		
song	سرود، آواز	T	
sound	بنظر رسیدن	take off	درآوردن (لباس - کفشه)
southern	جنوبی	telescope	تلسکوپ، دوربین نجومی
speed	سرعت	test	آزمایش، امتحان
stage	صحنه	that's very kind of you	از لطف شماست
stairs	بلکان	thoughtful	منفکر، بافکر
stamp	نمبر	tiredness	خستگی
stand for	به جای جبری قرار گرفتن، معنی دادن	tiring	خسته کننده
star	ستاره	toast	نان برسته
		tomato	گوجه فرنگی

tower	برج	value	قدرت داشتن — ارزش قائل شدن
traffic	رفت و آمد و سانط نقلیه	vast	واسع
tragedy	تراجی	Venus	دونس — زهره
tragic	غم انگیز	victory	پیروزی
translation	ترجمه	Vienese	وینزی
throw	پرتاب کردن	view	منظره
tube	لامب (رایانه ...)	vocabulary	معلومات لغوی شخص
turn around	برگرداندن		
typical	نمونه		

U

uncomfortable	ناراحت
understanding	درک، فهم
understood	فهمید
(to understand)	فهمیدن
uneducated	بیساد، تحصیل نکرده
unhappy	غمگین
unhappiness	غم
unread	ناخوانده، خوانده نشده
until	تا آنکه، تا
upside down	وارونه
used to	عادت داشتن (برای زمان گذشته)

W

wake up	برخاستن — بیدار شدن
western	غربی
what's the matter?	چه خبر است؟
whenever	هرگاه — هر زمان
whether	آیا — که آیا
wooden	چوبی
-worst	بدترین
worth	ارزش
to be worth	ارزیدن
work one's way	راه خود را پیدا کردن
works	آثار
writer	نویسنده
wrong	غلط

V

valley	دره
valuable	با ارزش

Y

yawn	خیازه کشیدن
youth	جوانی



